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ABSTRACT

Project Outreach, funded under Title VIII of Public Law 90 - 247, is designed to introduce basic and widespread changes in Sheridan School District organization, curriculum offerings, pupil services, and teacher training. By concentrating on meeting the total needs of all students, most specifically alienated youth who are potential dropouts and youth who have already rejected school, this project will demonstrate, develop, and disseminate a new system that will provide relevant and meaningful educational experiences. The second program year will place special focus on: a vigorous staff training component; revised and reorganized high school and middle school components; and, improved pupil personnel services. Six program components have been developed: The Outreach Center component is providing services to hard core dropouts, who have dropped out or have for all practical purposes ceased to operate in any way within the present system. The Middle School, High School, and Pupil Personnel Services components are modifying present practices, and developing improved self concepts. The Staff Training component will provide in-depth training to the project staff and key personnel within the system. The Project Management component will plan and control all aspects of the total program in relationship to variables of time, cost, and performance. (Author/JM)

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ED 074201

CONTINUATION APPLICATION
DROPOUT PREVENTION PROGRAM

Under the Provisions of Title VIII of Public Law 90-247

PROJECT OUTREACH

For
Optimum Growth of
Alienated Youth Who Reject School

Grant Number OE-98-00155

Submitted by:

Sheridan School District Number Two
P.O. Box 1198
Englewood, Colorado 80110

Submitted to:

Director Division of Plans and Supplemental Centers
United States Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

March 15, 1972

UD 013446

DROPOUT PREVENTION PROGRAM (TITLE VIII, SEC. 807, ESEA)

APPLICATION FOR CONTINUATION GRANT

APPLICATION NO. OE 98-00155-0

TITLE: PROJECT OUTREACH FOR OPTIMUM GROWTH OF ALIENATED YOUTH WHO REJECT SCHOOL

SUBMITTED BY: SHERIDAN SCHOOL DISTRICT #2

ADDRESS: POST OFFICE BOX 1198
ENGLEWOOD, COLORADO 80110

SUBMITTED TO: Director
Division of Plans and Supplementary Centers
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C., 20202

DATE SUBMITTED: March 15, 1972

Superintendent of Schools

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PART III	INDEPENDENT EDUCATIONAL ACCOMPLISHMENT REPORT
PART IV	OVERALL PROGRAM DESIGN & MANAGEMENT
PART V	ESTIMATED EXPENDITURES - CURRENT BUDGET PERIOD

PART 1

REFERENCE INFORMATION

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PROJECT OUTREACH

A continuation application submitted to the United States Office of Education under the provisions of Title VIII, Public Law 90-247. Developed by Dale E. Henley, Project Director and Harmon Tucker, Project Evaluator, with the assistance and support of the school administration, faculty, students, and the community.

Board of Directors

Robert Sitler

John Stanfield

Wayne Bush

Austin Moore

Charles Herman

Superintendent of Schools

Thomas J. Murphy

Assistant Superintendents

Carl E. Slatt

Carl P. Kusick

High School Principal

James F. Martin

Junior High School Principal

Clark Bond

INSTRUCTIONS FOR COMPLETING CE FORM 4494, DROPOUT PREVENTION PROGRAM
(Title VIII, Section 807, ESEA) PART I - REFERENCE INFORMATION

PART I - REFERENCE INFORMATION

This form is submitted as Part I of the Preliminary Proposal, the Formal Proposal and the Continuation Application. The form is designed to provide information on proposed project activities in the Preliminary Proposal; for first year of operation of the Formal Proposal and in the Continuation Application for the 2nd, 3rd, 4th or 5th year of operation. For the Formal Proposal and the Continuation Application enter the project number assigned by the Office of Education to the Preliminary Proposal.

SECTION A - PROJECT INFORMATION

Check purpose of submission of this form. If Continuation Application is checked, circle the applicable year of operation for which the application is made.

Project Title - give a brief project title of 10 words or less.

Project Summary - briefly summarize the purpose and major activities of the proposed project.

Congressional District(s) and County(ies) - list the congressional districts by number and counties by name in which participating schools are located.

SECTION B - TITLE VIII BUDGET SUMMARY FOR PROJECT

Complete as indicated.

SECTION C - ENROLLEE POPULATION DATA

Target School - the target school is composed of the selected school or schools within the local educational agency which will participate in the project.

Student Participants - participants are composed of the students within the target school or schools who will participate in the project.

Enrollment - enter the number of children enrolled on or near October 1, 1969.

Rural/Urban - rural means less than 2,500 inhabitants. Urban means 2,500 or more inhabitants.

Low-Income Families - refers to those with incomes below $3,000 per year or receiving payments under a program of aid to families with dependent children under Title IV of the Social Security Act.

Example of calculation to determine Annual Dropout Rate

Grade Level	Membership July 1, 1969 (Last school year)	Transfers		Graduates	Deaths	Dropouts	End-Of-Year Membership June 30, 1970 (Last school year)	Drop-out Rate
		In	Out					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9	1,910	264	143		-	155	1,876	7.6
10	1,912	263	213		-	239	1,723	12.2
11	1,740	251	158		-	271	1,562	14.8
12	1,407	160	87	1,320	-	121	39	8.2
Total	6,969	938	601	1,320	-	786	5,200	10.8

CALCULATION:

Number of Graduates (column 5)	1,320
Number of Dropouts (column 7)	786
End-of-year Membership (column 8)	5,200
TOTAL	7,306

Annual Droupout Rate =

$$\frac{\text{Number of Dropouts (column 7)}}{\text{Total (columns 5, 7, and 8)}} = \frac{786}{7,306} = 10.8$$

Distribution of children by selected minority groups, Caucasian and other.

Please indicate the number of enrollees by ethnic group for each population category listed. Total in column 8 should equal figures reported for "total enrollment" in column 2 for each

population category.

Spanish-Surnamed Americans - includes Mexican, Puerto Rican and Cuban descent.

SECTION D - TARGET SCHOOLS WITHIN LOCAL EDUCATIONAL AGENCY -

Membership - means the number of pupils on the rolls of a school as of a given date. A pupil is a member of a class or school from the date he enters until he withdraws.

In Section D. Item 1, column 2 and in Section D, Item 2, column 2, enter the membership as of July 1. 1969. In Section D, Item 1, column 6 and in Section D, Item 2, column 8, enter the end-of-year membership as of June 30, 1970.

Adults - individuals 18 years and over, such as parents and community representatives who are not enrolled in the regular elementary and secondary daytime programs, and who will be served by the projects or who will serve as project advisors but not staff. Enter the adult participants in Section D, Item 4.

Section D, Items 5, 6, 7, 8 and 9 - Complete as indicated.

SECTION E - STAFF

Administration/Supervision - Director, Assistant Director, Inservice Supervisors, Program Coordinators, etc.

Teachers - staff members performing assigned professional activities in guiding and directing the learning experiences of pupils in an instructional situation.

All Other Professionals - include all other professionals not accounted for above.

Nonprofessionals - complete as indicated.

Full Time - A full-time staff member is one whose total current assignments, regardless of their classification, require his services on school days throughout the school term at least a number of hours equal to the number of hours of a regular school day.

Part Time - A staff member whose total current assignments require less than his full-time services.

Full-time Equivalent - To compute full-time equivalency (F.T.E.), add the total number of hours worked per week by part-time personnel and divide by the number of hours in the regular full-time work week. Example (40-hour work week basis): If each of 4 staff members works 20 hours per week, each of 2 staff members works 10 hours per week, the total hours worked would be 80 plus 20 or 100 hours. One hundred hours divided by 40 yields an F.T.E. figure of 2.5 persons.

PART 2

NARRATIVE

PART 2 NARRATIVE

2.1 ABSTRACT

PROJECT OUTREACH is designed as a comprehensive five year program to introduce basic and widespread changes in Sheridan School District organization, curriculum offerings, pupil services and teacher training. PROJECT OUTREACH will bring about the complete transformation of the present Sheridan Public Schools. By concentrating on meeting the total needs of all students, most specifically alienated youth who are potential dropouts and youth who have already rejected school, PROJECT OUTREACH will demonstrate, develop and disseminate a new system that will provide relevant and meaningful educational experiences. The second program year will place special focus on: a vigorous staff training component; revised and reorganized high school and middle school components; and, improved pupil personnel services.

Six program components have been developed:

1. The Outreach Center component is providing services to hard core dropouts, who have dropped or have for all practical purposes ceased to operate in any way within the present system. Students are involved in decision making. Successful practices similar to those used in the "street academies" are being utilized. Efforts are being made to integrate many concepts of this component into a new revitalized Sheridan system.

2 & 3. The purpose of the Middle School and High School components is to modify present practices, provide basic changes, and improve the learning of potential dropouts, grades six through twelve. The major thrust is to stimulate awareness of self and awareness of the student's environment and personal relationships which will result in new, meaningful and relevant school experiences.

4. The Pupil Personnel Services component is responsible for developing an improved self concept that will allow the student to participate and develop his potential within the new system. Services in guidance, health and psychology will be provided.

5. The Staff Training component will provide in-depth training to the project staff and key personnel within the system, including school principals, so that the turnover to the new system will occur.

6. The Project Management component will be responsible for planning and controlling all aspects of the total program in relationship to variables of time, cost and performance.

Operation of these complimentary components will insure that PROJECT OUTREACH attains its five year objectives (see page4-19). For complete detail on each PROJECT OUTREACH component, see PART 4 - OVERALL PROGRAM DESIGN AND MANAGEMENT.

PROJECT OUTREACH is being implemented utilizing a project management system to monitor progress, to help in identifying

weaknesses, to enable prompt corrective action and to insure that terminal objectives are attained.

2.2 EVALUATION REPORT

2.2.1 Evaluation Summary

The terminal objective of PROJECT OUTREACH is the reduction of the dropout rate. The Project staff hopes to reach this terminal objective by the implementation of four transitional or student product objectives. These four objectives are:

(1) Reduction of absenteeism.

(2) Student academic gain.

(3) Reduction of D and F grades.

(4) Improvement of student attitudes.

These transitional objectives will be reached by operation of the Project components. During the first project year these components were:

(1) An Outreach Center.

(2) Enriched Education.

(3) Pupil Personnel Services.

(4) Staff Training.

(5) Project Management.

These five components of Project Outreach were, during the first project year, fully implemented based upon the extensive planning which went into the formal project proposal and the various experiences of the Project staff.

PROJECT OUTREACH can point to many successes during the first Project year. The Project, of course, is not

fully developed, and substantial changes and improvements are planned for the second program year. These changes and improvements are reflected in both the summary of objectives which follow and in Part 4 where the overall program design and management for the second project year are discussed. Among the major changes and modifications that will be found in this continuation proposal are the following:

(1) Significantly increased activities in the Staff Training component.

(2) Redefinition of the Enriched Education component. This component has been separated into two components - the High School Component and the Middle School component.

    The Middle School component has been further broken down into three sub-programs established to fulfill individual student needs.

(3) A reorganized Pupil Personnel Services component. A greater emphasis will be placed upon diagnosis and individual treatment during the second project year. A full time vocational counselor will be added to the staff, and a full time psychologist.

(4) Elimination of, or consolidation of, both five year and component objectives.

Activities during the first project year for PROJECT OUTREACH have resulted in demonstrated effective approaches

to the terminal objective of dropout prevention. The dropout rate in the Sheridan High School was 15% during school year 1970-71. The overall objective for the first year was to decrease this rate to 7.5%. In 1971-72, semester one, the dropout rate was 2%.

Attendance was also greatly improved in grades seven through twelve. In 1970-71 the rate of absenteeism in grades seven through twelve was 22%. An overall objective forthe first project year was to decrease this percentage to 15%. At the end of the first semester 1971-72, the percentage was 7%.

Of even greater importance, in terms of the total success of Project Outreach, are the indications that the educational process in the Sheridan School District is undergoing change. Encouraging signs of this change are the active participation of parents and community, student acceptance of the new programs, and faculty and staff contributions to PROJECT OUTREACH.

For every problem area that was identified during the first project year, the PROJECT OUTREACH staff has defined some corrective action. With the completion of first year activities and the experiences which have benefitted all staff members, the community and the students, the second Project year should realize even more significant accomplishments.

2.2.2 Interim Evaluation

A. A Summary of Product Evaluation

1. To decrease the dropout rate in the Sheridan High School from the 15% rate during school year 1970-71 to 7.5% for the school year 1971-72.

1971-72, SEMESTER 1 DROPOUT RATE IS 2%.

2. To decrease the rate of absenteeism in grades 7 through 12 in the Sheridan Public Schools from the present rate of 22% to 15% for the school year 1971-72.

1971-72, SEMESTER 1 RATE OF ABSENTEEISM is 7%.

3. To decrease the percentage of D and F grades of all target students, grades 7 through 12 from the present rate of 51% of their semester academic grades to 30% during the school year 1971-72.

1971-72, SEMESTER 1 OUTREACH CENTER - 18%.
1971-72 SEMESTER 1 OTHER GRADES 7 - 12 - 18%.

4. To recruit twenty dropouts, age 14-19, in the Outreach Center during school year 1971-72. A minimum of seventy per cent of the recruited dropouts will remain during the school year 1971-72.

26 HARD CORE DROPOUTS WERE RECRUITED FOR THE OUTREACH CENTER. THREE OF THESE 26 DROPOUTS

DROPPED OUT OF THE OUTREACH CENTER DURING 1971-72, SEMESTER 1 - 12%.

5. To recruit twenty junior high school and twenty senior high school hard core potential dropouts in the Outreach Center during school year 1971-72. A minimum of eighty per cent of these hard core potential dropouts will remain in the Outreach Center program during the school year 1971-72.

38 POTENTIAL DROPOUTS WERE RECRUITED FOR THE OUTREACH CENTER. THERE WERE NO POTENTIAL DROPOUTS WHO DROPPED OUT OF THE OUTREACH CENTER DURING 1971-72, SEMESTER 1.

6. To increase the mean percentile rank in mathematics, vocabular, and reading comprehension, utilizing a standardized achievement test, by five percentile points for all students in the Outreach Center during the school year 1971-72.

PRE-TEST SCORES:
MATH - NUMBER OF STUDENTS - 33
MEAN PERCENTILE - 26%
READING - Number of STUDENTS - 34
MEAN PERCENTILE - 30%
VOCABULARY - NUMBER OF STUDENTS - 37
MEAN PERCENTILE - 37%
POST-TESTING WILL BE ACCOMPLISHED IN APRIL 1972.

7. To improve the target students' attitudes toward adult authority and toward their environment as evidenced by sixty per cent of the target students showing a positive gain during the school

year 1971-72, as measured by a semantic differential scale.

OUTREACH CENTER

FACTORS	THEORETICAL MEAN	ACTUAL MEAN
I	17.5	20.79
II	15.0	10.92
III	16.5	15.38
IV	5.0	3.38
V	7.5	5.13
VI	19.5	21.13

ENRICHED EDUCATION

FACTORS	THEORETICAL MEAN	ACTUAL MEAN
I	17.5	17.6
II	15.0	13.58
III	16.5	16.75
IV	5.0	4.70
V	7.5	7.02
VI	19.5	17.64

ATTITUDE SURVEY

Narrative Explanation of Factor Scores

Factor I - General positiveness-negativeness toward the school. Consisting of seven items, a high score indicates negativism.

Factor II - Attitude toward school-associated authoritarianism. A low score on this six item measure signifies unhappiness with school authoritarian elements.

Factor III - Importance of an education. Composed of four items, a high score indicates awareness of gaining an education to cope with today's world.

Factor IV - Attitude toward grades. A high score on these two items may reflect efforts to justify poor grades, or cynicism regarding the validity of grades.

Factor V - Powerlessness. A low score on these three items implies feelings of futility and helplessness relative to teachers and the school situation.

Factor VI - Identification with the school. Stressing positive feelings toward teachers and the school's activity programs, a low score indicates such a positive perspective.

8. To develop a series of activities which are viewed positively by at least sixty per cent of the Outreach Center students during the school year 1971-72, as measured by an opinion questionnaire (or interview) administered at the end of each activity.

ACTIVITIES WERE POSITIVELY VIEWED BY 93% OF THOSE STUDENTS WHO COMPLETED RATING INSTRUMENTS.

9. To increase the interpersonal relationships of seventy-five per cent of the Outreach Center staff personnel working with the target students as measured by assessment instruments administered at the initiation and conclusion of staff training during school year 1971-72.

INSTRUMENT USED FOR BASELINE DATA: FIRO-B. BELOW IS A CHART SHOWING MEAN SCORES IN ALL SIX AREAS OF THE INSTRUMENT. POST-TESTING AND ANALYSIS OF DATA WILL BE COMPLETED IN MAY, 1972.

	Inclusion	Control	Affection
Expressed	4	4	4
Wanted	5	2	5

10. To decrease the percentage of D and F grades of students in the Outreach Center by twenty-five per cent as compared with the percentages of failing grades received by these students during their previous two semesters of attendance.

1970-71 - 67%
1971-72 - SEMESTER 1 - 18%
PERCENTAGE OF REDUCTION - 73%

11. To provide an expanded program of pupil personnel services in the area of health, guidance and counseling, and psychological services serving the target group during school year 1971-72.

1970-71 COUNSELOR & PSYCHOLOGIST CONTACTS - 561
1971-72, SEMESTER 1, COUNSELOR & PSYCHOLOGIST CONTACTS - 2,202
1970-71 HEALTH CONTACTS - 568
1971-72, SEMESTER 1, HEALTH CONTACTS - 672

12. To screen and recruit project staff by the dates indicated on the time sequence flow chart.

PROJECT MANAGEMENT RECRUITED A QUALIFIED STAFF FOR EACH COMPONENT WITHIN THE PROJECT. ALL STAFF WAS HIRED IN ADVANCE OF PROJECT IMPLEMENTATION.

13. To secure all facilities, materials and supplies prior to component implementation.

PROJECT MANAGEMENT HAS SUPPLIED FACILITIES, MAT-

ERIALS AND EQUIPMENT FOR THE IMPLEMENTATION OF THE PROJECT OBJECTIVES. PHYSICAL FACILITIES WERE PROVIDED PRIOR TO COMPONENT IMPLEMENTATION. WHILE SOME OF THE FACILITIES WERE INCOMPLETE AT THE TIME UTILIZATION OF THEM BEGAN, MANAGEMENT MADE CONSIDERABLE EFFORT IN PROVIDING COMPLETE WORKABLE FACILITIES.

14. To secure technical assistance on management techniques and procedures two weeks after approval of the project proposal.

PROJECT MANAGEMENT HAS OBTAINED TECHNICAL ASSISTANCE FROM APPLIED MANAGEMENT CORPORATION OF DENVER, COLORADO AND EDUCATIONAL AND COMMUNITY CONSULTANTS, INC. OF PALO ALTO, CALIFORNIA.

B. Summary of Operational Process Evaluation

The following is a summary of the evaluation findings concerning the extent to which activities proposed for the project were achieved.

Component 1 - Outreach Center

The activities of the Outreach Center planned and completed during the first project year were: 1) student contact and recruitment; 2) orientation; 3) policy formulation; 4) group organization; 5) course and curriculum definition; 6) definition of extra-curricular activities and courses; 7) academic credit policy definition; 8) entrance and exit requirements; 9) community participation; 10) dissemination.

Component 2 - Enriched Education

The activities of the Enriched Education component which were planned and completed were: 1) student orientation; 2) policy formulation; 3) course and curriculum definition; 4) instructional unit organization; 5) definition of and participation in extra-curricular activities; 6) definition of and usage of language arts and math development techniques; 7) community participation; and, 8) dissemination.

Component 3 - Pupil Personnel Services

The activities of the Pupil Personnel Services component planned and completed during 1971-72, were: 1) initial physical and dental examinations for all target students; 2) student scheduling; 3) group counseling; 4) classroom involvement by counselors; 5) one-to-one counseling; 6) involvement in parent student rap groups; 7) consultation with staff members; 8) parent contacts; 9) limited diagnostic work.

Component 4 - Staff Training

The activities of the Staff Training component planned and completed during 1971-72, were: 1) in-service training to Title VIII and non-Title VIII staff in the form of a pre-service workshop; 2) consultations with staff concerning teaming and

utilization of para-professionals; 3) consultations with staff concerning discipline and open space concepts; 4) professional assistance in behavior modification; 5) specific as-needed in-service training by the Project Evaluator.

Component 5 - Project Management

The activities of the Project Management Component planned and completed during 1971-72, were: 1) recruitment of a qualified staff; 2) facilities, materials and equipment provision; 3) acquisition of technical assistance; 4) systems for needs assessment, staff training, communications, budget and fiscal management, personnel and fiscal management; 5) systems for staff, administration and government communication; 6) a system for community communication and dissemination.

For a more complete description of component produce and process objectives, the reader is referred to the Interim Evaluation Report.

C. Identified Weaknesses in Program Design and Operation

Overall Project Weaknesses

Weakness: The Title VIII project has experienced little success in its initial attempts to begin integrating its ideas and programs with the ideas

and programs in the rest of the district.

Corrective Action: Significantly increased emphasis upon staff training (see Staff Training component, Section 4.4.6). Redesign of the Enriched Education component into the High School component and the Middle School component.

Weakness: Inadequate vocational orientation in the entire Title VIII project.

Corrective Action: Hire a vocational counselor in 1972-73 and increase emphasis on importance of vocational program.

Weakness: Inadequate attention to the problem of providing a professionally directed reading improvement program for target students.

Corrective Action: A reading specialist will be hired in 1972-73.

Enriched Education Weaknesses

Weakness: Junior and Senior High staff members and students find that the present physical environment is very undesirable.

Corrective Action: The new Senior High School building will be completed prior to school opening in September 1972.

Weakness: Transportation is not available for field trips.

Corrective Action: A small bus will be purchased or leased for 1972-73.

Weakness: Extra-curricular activities are neither well planned nor frequent enough.

Corrective Action: A driver/activities coordinator will be hired in 1972-73.

Weakness: The staff has had difficulty in implementing and utilizing the open setting concept and the team approach.

Corrective Action: Significantly increased emphasis upon staff training (see Staff Training component Section 4.4.6.).

Weakness: Teachers have not utilized high interest materials.

Corrective Action: Significantly increased emphasis upon staff training (see Staff Training component, Section 4.4.6.).

Weakness: The Middle School staff has been unable to establish rapport with a minority of students.

Corrective Action: 1) Increased staff training activities and, 2) reorganization of the Middle School (see Middle School component, Section 4.4.3.).

Weakness: Too many instances of negative, rather than positive, reinforcement have occured.

Corrective Action: Significantly increased emphasis upon staff training (see Staff Training component Section 4.4.6.).

Pupil Personnel Services Weaknesses

Weakness: The psychology team concept has not satisfactorily filled the school psychology need.

Corrective Action: A full time school psychologist will be hired in 1972-73.

Staff Training Weaknesses

Weakness: The entire component did not function in an effective way in 1971-72, causing multiple problems in other components, particularly Enriched Education.

Corrective Action: Significant changes are planned for 1972-73 (see Staff Training Component, Section 4.4.6.).

PART 3

INDEPENDENT EDUCATIONAL ACCOMPLISHMENT AUDIT

FINAL AUDIT REPORT

for

PROJECT OUTREACH FOR OPTIMUM GROWTH OF ALIENATED YOUTH WHO REJECT SCHOOL

Title VIII Project
Sheridan School District Number Two

Project Number
OEG-0-71-3259 (281)

Submitted by
MOUNTAIN STATES CONSULTANT SERVICES, INC.
7350 West First Avenue
Denver, Colorado
80226

INTRODUCTION

This Final Evaluation Report is submitted as a part of the requirements of the contract between Sheridan School District Number Two and Mountain States Consultant Services, Inc. The consultant group is serving as independent auditors for a Title VIII Dropout Project which the District is implementing under a grant from the United States Office of Education.

This report is composed of three Sections. Section I is a tabular presentation of the objectives, type of measurement used, method of data analysis used, the audit plan activities and the results of the audit activities, component by component and objective by objective within each component. This is done for the benefit of the reader who may wish to get a quick overview of audit results or to answer a specific question without having to search the narrative. The chart is cumulative, i.e., it lists audit activities for the full year, while the narrative relates only those activities which took place after the Interim Audit Report. Section Two is a narrative description of audit activities and their results. It includes recommendations for future projects and audit activities. It refers to Interim Report recommendations only where their introduction would be pertinent and appropriate. For these previous recommendations, the reader is referred to the Interim Report.

Section Three is an examination of the Evaluation Report itself and contains recommendations for future evaluation activities.

A list of records examined and data used in implementing the audit work plan is to be found in Appendix A.

SECTION I

INTERIM AUDIT REPORT

OUTREACH CENTER
Student Objectives

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
1. The percentage of "D" and "F" grades of students in the Outreach Center will be reduced by 25% as compared with the percentages of failing grades received by those students during their previous two semesters of attendance.	Number of "D" and "F" grades.	Compute percentage reduction.	1. Obtain baseline data. 2. Obtain grade lists. 3. Check computation. Purpose: Insure accuracy of computation.	Grade lists examined and computations verified. (See narrative for comments on baseline data).
2. The mean percentile rank of mathematics, vocabulary and reading comprehension will be increased by five percentile points for all students in the Outreach Center during the school year 1971-72 as measured by administration of the Iowa Test of Basic Skills during the first and ninth months of the project year.	Administration of standardized achievement tests -- compute mean percentile rank.	Compare mean of baseline data with obtained post-test results for five percentile rank gain.	1. Examine baseline data. 2. Examine post-test data. 3. Monitor administration of instrument when possible. 4. Check computations on random sample basis. 5. Check mean computation. Purpose: Insure proper administration of tests and accuracy of computation.	Baseline data verified. Post-test data examined and computation of mean verified.

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
3. The students' attitudes toward adult authority and toward their environment will be improved as evidenced by 60% of the Outreach Center students showing a positive gain during the 1971-72 school year as evidenced by a semantic differential scale.	Administration of semantic differential scale.	None provided for.	1. Examination of scale. 2. Monitor administration where possible. 3. Examine computation of results on random sample basis. Purpose: Insure proper instrument administration and scoring. Check accuracy of computation.	Data analysis methodology approved. Scored by computer -- not subject to verification by auditors.

INTERIM AUDIT REPORT

OUTREACH CENTER
Staff Objectives

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
1. To identify and recruit 40 hardcore potential dropouts and 20 actual dropouts for school attendance at the Outreach Center.	Questionnaire developed by project evaluator.	Instruments scored and analyzed for % of responses in each response category.	1. Critique process forms as developed. 2. Check data collected on forms by on-site visitations on sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objective. Insure accuracy of obtained data.	On-site visitation verified enrollment of students. Instrument critiqued and approved. Percentages verified. See narrative for recommendations on future instrumentation and audit activities.
2. To provide a basic skills curriculum utilizing individualized programs and new ungraded material that makes sense to the students.	Questionnaire developed by project evaluator.	Instruments scored and analyzed for % of responses in each response category.	1. Critique process forms as developed. 2. Check data collected on forms by on-site visitations on sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objective. Insure accuracy of obtained data.	Instrument verified and approved. Percentages verified. See narrative for recommendations on future instrumentation and audit activities.

Interim Audit Report	OUTREACH CENTER			Staff Objectives
Objective	Measurement	Data Analysis	Audit Activities	Audit Results
3. To provide a chance for students to be a part of the decision making process.	Questionnaire developed by project evaluator.	Instruments scored and analyzed for % of responses in each response category.	1. Critique process forms as developed. 2. Check data collected on forms by on-site visitations on sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objective. Insure accuracy of obtained data.	Instrument verified and approved. Percentages verified. See narrative for recommendations on future instrumentation and audit activities.
4. To provide a vocational group guidance program.	Questionnaire developed by project evaluator.	Instruments scored and analyzed for % of responses in each response category.	1. Critique process forms as developed. 2. Check data collected on forms by on-site visitations on sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objective. Insure accuracy of obtained data.	Instrument verified and approved. Percentages verified. See narrative for recommendations on future instrumentation and audit activities.

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
5. To provide survival-in-our-society group guidance seminar classes.	Questionnaire developed by project evaluator.	Instruments scored and analyzed for % of responses in each response category.	1. Critique process forms as developed. 2. Check data collected on forms by on-site visitations on sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objective. Insure accuracy of obtained data.	Instrument verified and approved. Percentages verified. See narrative for recommendations on future instrumentation and audit activities.
6. To provide occupational work experience.	Questionnaire developed by project evaluator.	Instruments scored and analyzed for % of responses in each response category.	1. Critique process forms as developed. 2. Check data collected on forms by on-site visitations on sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objective. Insure accuracy of obtained data.	Instrument verified and approved. Percentages verified. See narrative for recommendations on future instrumentation and audit activities.

Interim Audit Report	OUTREACH CENTER			Staff Objectives
Objective	Measurement	Data Analysis	Audit Activities	Audit Results
7. To provide an occupational training program.	Questionnaire developed by project evaluator.	Instruments scored and analyzed for % of responses in each response category.	1. Critique process forms as developed. 2. Check data collected on forms by on-site visitations on sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objective. Insure accuracy of obtained data.	Instrument verified and approved. Percentages verified. See narrative for recommendations on future instrumentation and audit activities.
8. To provide recreational and enrichment activities which will be available daily and on weekends for those students wishing to participate.	Questionnaire developed by project evaluator.	Instruments scored and analyzed for % of responses in each response category.	1. Critique process forms as developed. 2. Check data collected on forms by on-site visitations on sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objective. Insure accuracy of obtained data.	Instrument verified and approved. Percentages verified. See narrative for recommendations on future instrumentation and audit activities.

Interim Audit Report	OUTREACH CENTER			Staff Objectives
Objective	Measurement	Data Analysis	Audit Activities	Audit Results
9. Provide a series of activities which are viewed positively by 60% of the Outreach Center students.	Questionnaire developed by project evaluator.	Instruments scored and analyzed for % of responses in each response category.	1. Critique process forms as developed. 2. Check data collected on forms by on-site visitations on sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objective. Insure accuracy of obtained data.	Instrument verified and approved. Percentages verified. See narrative for recommendations on future instrumentation and audit activities.

INTERIM AUDIT REPORT

ENRICHED EDUCATION COMPONENT
Student Objectives

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
1. To maintain the enrollment in school during the first project year, of ninety of the 100 target students, grades seven through twelve, by ten per cent.	School enrollment records.	Compilation of number of students remaining in school.	1. Examination of school records. 2. Check accuracy of computations. Purpose: Insure accuracy of computations.	School records examined. Computations verified. See narrative for further comments.
2. To decrease the percentage of "D" and "F" grades of target students, grades seven through twelve, by ten per cent.	School records -- grade lists.	Computation of percentage of reduction of "D" and "F" grades obtained by students.	1. Examination of school records. 2. Check accuracy of computations. Purpose: Insure accuracy of computations.	School records examined. Computations verified. See narrative for further comments.
3. To decrease the rate of absenteeism of target students, grades seven through twelve, from the 1970-71 rate of 22% to 15% for the school year 1971-72.	School attendance records.	Computation of rate of absenteeism and comparison with baseline data for amount of reduction.	1. Examination of school records. 2. Check accuracy of computations. Purpose: Insure accuracy of computations.	School records examined. Computations verified. See narrative for further comments.

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
4. To increase the mean percentile rank in reading comprehension and vocabulary by five percentile points for target students, grades seven through twelve as measured by pre- and post-assessment according to the Iowa Test of Basic Skills and the Iowa Test of Educational Development.	Administration of Iowa Test of Educational Development and Iowa Test of Basic Skills.	Compute mean percentile rank and compare pre- and post-test results for gain.	1. Monitor instrument administration on random sample basis. 2. Check scoring on random sample basis. 3. Check computation of means. Purpose: Insure proper instrument administration. Insure accuracy of scoring and computations.	Baseline data verified. Post-test data verified. Computation of mean verified.
5. To increase the mean percentile rank in mathematics by five percentile points for target students, grades seven and eight, as measured by pre- and post-assessment according the the Iowa Test of Basic Skills.	Administration of Iowa Test of Educational Development and Iowa Test of Basic Skills.	Compute mean percentile rank and compare pre- and post-test results for gain.	1. Monitor instrument administration on random sample basis. 2. Check scoring on random sample basis. 3. Check computation of means. Purpose: Insure proper instrument administration. Insure accuracy of scoring and computations.	Baseline data verified. Post-test data verified. Computation of mean verified.

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
6. To improve target students' attitudes toward adult authority and toward their environment as evidenced by 60% of the target students showing a positive gain during the school year 1971-72 as measured by a semantic differential.	Semantic Differential Scale.	None proposed.	1. Examination of semantic differential scale. 2. Monitor instrument administration on a random sample basis. 3. Check scoring on a random sample basis. 4. Agree with evaluator on method of analysis. 5. Check computation. Purpose: To check on validity of proposed semantic differential. Insure proper instrument administration, appropriate analysis, and accuracy of computation.	Method of data analysis approved. Data analysis accomplished by computer and not subject to verification by auditor.

INTERIM AUDIT REPORT

ENRICHED EDUCATION COMPONENT
Staff Objectives

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
1. To provide small group work which will include facets of group guidance, health, sex education, survival in today's world, vocational and occupational information, and social adjustments.	Questionnaire developed by evaluator.	Calculation of % of responses under each response category.	1. Critique process form as developed. 2. Check data collected on forms by on-site visitation on a sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objectives. Insure accuracy of obtained data.	Instrument examined and approved (see narrative for further comments). Method of data analysis agreed upon and approved by auditors. See narrative for recommendations in future evaluation and audit activities
2. Provide opportunities for students to assist in the planning and evaluation of curriculum.	Questionnaire developed by evaluator.	Calculation of % of responses under each response category.	1. Critique process form as developed. 2. Check data collected on forms by on-site visitation on a sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objectives. Insure accuracy of obtained data.	Instrument examined and approved (see narrative for further comments). Method of data analysis agreed upon and approved by auditors. See narrative for recommendations in future evaluation and audit activitie

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
3. To provide activities which will enable all students to participate in a language development program.	Questionnaire developed by evaluator.	Calculation of % of responses under each response category.	1. Critique process form as developed. 2. Check data collected on forms by on-site visitation on a sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objectives. Insure accuracy of obtained data.	Instrument examined and approved (see narrative for further comments). Method of data analysis agreed upon and approved by auditors. See narrative for recommendations in future evaluation and audit activities.
4. To provide a developmental math program for students in seventh and eighth grades enriched education program.	Questionnaire developed by evaluator.	Calculation of % of responses under each response category.	1. Critique process form as developed. 2. Check data collected on forms by on-site visitation on a sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objectives. Insure accuracy of obtained data.	Instrument examined and approved (see narrative for further comments). Method of data analysis agreed upon and approved by auditors. See narrative for recommendations in future evaluation and audit activities.

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
5. To provide curriculum development which will enable students to be programmed according to the level of readiness.	Questionnaire developed by evaluator.	Calculation of % of responses under each response category.	1. Critique process form as developed. 2. Check data collected on forms by on-site visitation on a sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objectives. Insure accuracy of obtained data.	Instrument examined and approved (see narrative for further comments). Method of data analysis agreed upon and approved by auditors. See narrative for recommendations in future evaluation and audit activities
6. To provide a work study program for students 15 and older.	Questionnaire developed by evaluator.	Calculation of % of responses under each response category.	1. Critique process form as developed. 2. Check data collected on forms by on-site visitation on a sample basis. Purpose: Insure that forms are adequate for the purpose and that data to be collected are relevant to the objectives. Insure accuracy of obtained data.	Instrument examined and approved (see narrative for further comments). Method of data analysis agreed upon and approved by auditors. See narrative for recommendations in future evaluation and audit activities

INTERIM AUDIT REPORT

PUPIL PERSONNEL COMPONENT
Staff Objectives

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
1. To provide the 260 with expanded services in health, guidance and counseling.	Computation of number of contacts during 70-71 school year (baseline data) and computation of number of contacts during project year, utilizing school records.	Comparison of contacts during the two years in order to compute degree of expansion.	1. Examine school records. 2. Check accuracy of baseline and project year data. 3. Check expansion computation. Purpose: Insure accuracy of computations from school records.	Contacts verified on random sample basis. Agree with evaluation that services were expanded. See narrative for further recommendations.
2. The health service unit provides comprehensive and expanded health services to 260 target students during the first program year.	Health records.	Comparison of number of contacts for 70-71 school year with number of contacts during project year.	1. Examination of health records on random sample basis. 2. Check accuracy of computation. Purpose: Check validity of records and insure computational accuracy.	Contacts verified on random sample basis. Agree with evaluation that services were expanded. See narrative for further recommendations.
3. Project counselors will provide comprehensive guidance and counseling services to all students of the target population that will improve self-concept as measured on the Tennessee Self-Concept scale. 75% of the target students will show a gain of 10 on the P score of the Tennessee Self-Concept during the first year of the project.	Administration of Tennessee Self-Concept scale during the first and ninth months of the project.	Comparison of pre- and post-test scores to determine amount of gain.	1. Examination of instrument. 2. Monitor administration of instrument on random sample basis. 3. Check scoring on a random sample basis. 4. Check computation. Purpose: Insure proper instrument administration and accuracy of scoring and computation.	Post-test data verified. Computation of means verified. See narrative for further discussion.

INTERIM AUDIT REPORT

STAFF TRAINING COMPONENT
Staff Objectives

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
1. To provide activities and experiences that will result in the development of individualized programs of instruction in reading and mathematics.	Evaluator designed instrument.	Calculation of % of responses under each response category.	Approve instrument. Check scoring. Check computations.	Instrument approved. Method of data analysis agreed to. See narrative for recommendations on future evaluation and audit procedures.
2. To provide activities and experiences that will result in the development of an interdisciplinary approach to the teaching of the social sciences.	Evaluator designed instrument.	Calculation of % of responses under each response category.	Approve instrument. Check scoring. Check computations.	Instrument approved. Method of data analysis agreed to. See narrative for recommendations on future evaluation and audit procedures.
3. To provide activities which will result in the development of faculty-student counseling procedures which would be more effective than those previously employed.	Evaluator designed instrument.	Calculation of % of responses under each response category.	Approve instrument. Check scoring Check computations.	Method of data analysis agreed to. See narrative for recommendations on future evaluation and audit procedures.
4. To develop procedures which will result in the effective utilization of paraprofessionals within the dropout prevention program.	Evaluator designed instrument.	Calculation of % of responses under each response category.	Approve instrument. Check scoring. Check computations.	Method of data analysis agreed to. See narrative for recommendations on future evaluation and audit procedures.

INTERIM AUDIT REPORT

MANAGEMENT COMPONENT
Staff Objectives

Objective	Measurement	Data Analysis	Audit Activities	Audit Results
1. To recruit a qualified staff.	Instrument designed by evaluator.	Percentages of responses reported for each objective.	Approve instrument. Verify results.	Instrument approved. Results not verified. See narrative for recommentations on future evaluation and audit procedures.
2. To provide all facilities, materials, and supplies prior to component implementation.	Instrument designed by evaluator.	Percentages of responses reported for each objective.	Approve instrument. Verify results.	Instrument approved. Results not verified. See narrative for recommendations on future evaluation and audit procedures.
3. To obtain technical assistance on management techniques and procedures.	Instrument designed by evaluator.	Percentages of responses reported for each objective.	Approve instrument. Verify results.	Instrument approved. Results not verified. See narrative for recommendations on future evaluation and audit procedures.
4. To provide a management system that indicates the following: (a) continuous and up-to-date needs assessments, (b) staff training, (c) internal and external communication system, (d) budget and fiscal management, (e) personnel, (f) evaluation and audit.	Instrument designed by evaluator.	Percentages of responses reported for each objective.	Approve instrument. Verify results.	Instrument approved. Results not verified. See narrative for recommendations on future evaluation and audit procedures.

Interim Audit Report		MANAGEMENT COMPONENT		Staff Objectives
Objective	Measurement	Data Analysis	Audit Activities	Audit Results
5. To provide an adequate, timely and accurate reporting system to USOE for assurance of program continuation and expansion.	Instrument designed by evaluator.	Percentages of responses reported for each objective.	Approve instrument. Verify results.	Instrument approved. Results not verified. See narrative for recommendations on future evaluation and audit procedures.
6. To operate a communication system that will provide information to school administrative personnel, the board of education, staff personnel, community advisory council, parents and students, the community at large, and other interested groups.	Instrument designed by evaluator.	Percentages of responses reported for each objective.	Approve instrument. Verify results.	Instrument approved. Results not verified. See narrative for recommendations on future evaluation and audit procedures.
7. To provide management by the director so that major event deadlines as indicated by time charts are met.	Instrument designed by evaluator.	Percentages of responses reported for each objective.	Approve instrument. Verify results.	Instrument approved. Results not verified. See narrative for recommendations on future evaluation and audit procedures.

SECTION II

Audit Procedures

Personnel from Mountain States Consultant Services Inc. spent a total of eight man-days in on-site visitation and nine man-days in off-site work, not including days involved in writing the audit reports. The audit team has been impressed with the improvement in the record-keeping of the project since the time of the interim audit report. Where recommendations were made concerning record-keeping, the evaluator has followed them and consequently there has resulted a vast improvement in the data available to anyone wishing to visit the project. Of particular importance is the improvement in the presentation of the data from which the final evaluation was made. The evaluator submitted all of the records asked for and these records were clear and in good shape. Tapes from which the evaluator made his calculation were also submitted and the process of checking on calculations was greatly simplified. It was possible tc pull test scoring sheets from pupil personnel records and to verify the scoring on a random sample basis.

The audit team did not receive, nor did it ask for, the original computations on the process forms. We recommend that for the protection of the evaluator that this be done during the next project year.

As a culminating activity during the last on-site visitation, the audit team interviewed the superintendent of schools, Mr. Tom Murphy. Mr. Murphy is very supportive of the project and seems to understand its objectives and obviously been informed as to its difficulties. He feels that the Board receives adequate reports from project personnel and that their knowledge of the project has increased to the point where they can answer questions of concerned citizens in a rather knowledgeable manner.

The audit team feels that there is adequate support from the Board and the superintendent for the project to be successful, at least insofar as this factor is concerned. The audit team feels that while it is still working out some mechanical procedures with the evaluator and the project director, that great strides have been made during the course of the first project year in developing a working relationship between project personnel and tha auditors. In the interest of brevity, not all audit activities will be reviewed in the narrative. The reader is referred to the chart in Section I and to the interim audit report for an expansion of these activities.

Quite simply, on-site visitations were used for the purpose of observing the program, interviewing key personnel, and examining those records which could not be taken from the premises. Off-site activities involved verification of data submitted by the evaluator and the critique of the evaluation reports. A list of records and data used in the audit, both on-site and off-site, is included in Appendix A.

Interviews were held with the evaluator, project director, and the superintendent. Informal conversations were held with teachers and students during the course of the on-site visitations.

The audit team was extremely well pleased with the marked improvement of records, test results and tapes submitted for off-site verification. Verification of computations are made much easier by the orderly fashion in which the data was submitted along with supporting computation tapes. Such improvement will make is possible to reduce off-site days and increase on-site visitation activities. The evaluator is to be congratulated.

SECTION III

The Evaluation Report

In this section, the evaluation report itself is examined rather thoroughly and recommendations are made both for the benefit of the evaluator and the auditing team for the next project year. These recommendations are made for the purpose of improving the next evaluation report and recommending improved evaluation procedures which should result in more objective data and improved auditing procedures.

Section A: Overall Objectives

Overall objective number one is to decrease the dropout rate in Sheridan High School from the 15% rate during the school year in 1970-71 to 7 1/2% for the school year 1971-72. The dropout rate for the 1971-72 school year is calculated at 5% and the evaluation report refers to Exhibit I for these figures. Unfortunately, Exhibit I does not show the dropout rate except by inference. Exhibit I is a chart which summarizes the student retention rate and of course, dropout rate can be inferred from it, but for the sake of consistency either the objective should be changed or the chart should be changed to reflect the data desired in the objective. It is realized by the auditors that the chart is intended to exhibit the data for objectives four and five, both of which are concerned with rate of retention. Either a separate chart should be formed for the purposes of exhibiting the results of objective one, or the wording should be changed.

Overall objective three is to decrease the percentage of "D" and "F" grades of all target students, grades seven through twelve, from the present rate of 51% of their semester academic grades to 30% during the school year 1971-72. The percentage of decrease was calculated at 67% and the reader is referred to Exhibit III. Once again, this exhibit is not in terms of the objective, since the percentage of decrease is not shown directly but

must be calculated from the data shown in the chart. The chart is consistent with the wording of the objectives, but not with the final evaluation result in terms of percentage of decrease.

Objective four is to recruit twenty dropouts, ages fourteen to nineteen, in the Outreach Center during the school year 1971-72. A minimum of 70% of the recruited dropouts will remain during the school year 1971-72. A calculation of the percentage of retention revealed that 80% of the recruited dropouts did remain in the school year, thus more than meeting the objective. However, a part of the objective is the recruitment of twenty dropouts and only fifteen were recruited. While this is not a serious matter as far as the project is concerned, it should be pointed out by the evaluator that this objective was not reached.

In general, these are rather minor points, but following these recommendations should result in an improved evaluation report. In addition, it would be well to give the page number on which the exhibit is to be found, since, although the first three exhibits follow in good sequence, it is difficult to find Exhibit IV when examining the results of objective number six.

Section B: Outreach Center Component

1. Student Objectives

The chart which exhibits the objectives instruments used and the results of the evaluation in terms of student objectives in the Outreach Center fairly depict the procedures and results. It could be improved however, if, under objective number one, the absolute figures are used rather than merely percentage figures. While not wishing to deprecate the startling results that were achieved under this objective, we do wish to point out that a new grading system was developed, and consequently it is possible that the

startling decrease was due in part to a change in the grading system and not entirely to the procedures used in the project.

The evaluator is of the opinion that the new grading system which was adopted is rather more stringent than the previous one, thus making the results even more startling. A comparison of this year's results with those obtained next year will yield better data for comparison.

The evaluator has informed us that a different set of achievement tests will be used next year. This will make comparisons difficult, particularly since this will be different from the instrument used in the base year. We believe that the method of data analysis, therefore, should be rather carefully considered in next year's evaluation design.

2. Staff Objectives

Objective number two is to provide a basic skills curriculum utilizing individualized programs and new ungraded material that makes sense to the students. The product evaluation statement indicates that a curriculum was developed and materials for other units were geared to student interests and needs. However, there is no documentary evidence to prove that such was the case. Examples should be included in the appendix of the evaluation so that the reader who might have only the evaluation report can determine for himself that such indeed was the case. The question may be asked, how will the reader know that the materials were indeed geared to student interests and needs. In fact, the process evaluation indicates

that this type of curriculum was not developed fully. While the auditors agreed with the process forms developed by the evaluator as a good first step in process evaluation, we did indicate in the interim audit report that for the next project year, some other instruments should be developed which will not rely solely upon the opinions of students and teachers, but will be able to present documentary evidence such as is obtained through the use of critical incident technique or observations by trained observers. This recommendation applies to all of following process evaluations in all of the components of the project.

As an example, it was reported that the process evaluation indicated that 90% of the students felt this objective was met from 50% to 100% of the time. Only 6% indicated that it was at 100%. While the auditors do not quarrel with the figures themselves, the evaluation report does not indicate whether or not these results show that the objective was met or to what extent it was met. In other words, some interpretation should be made by the evaluator as to what the figures mean in terms of meeting the objective. As another example, objective three is to provide a chance for students to be a part of the decision-making process. Once again, the evaluation reports rarely indicated the percent of students answering under each response category. No interpretation was made as to what this meant. Indeed, it would seem that other evaluative data could have been gathered, such as an actual count of how many times students were consulted in the decision-making process. Our intent here is merely to help the project obtain more hard data rather than relying almost

completely on subjective opinion. We do not wish to downplay the importance of the opinion of participants in the project and the opinion of informed and experienced teachers, but merely wish to indicate how the evaluation can be strengthened.

As another example, objective five is to provide survival in our society group guidance seminar classes. Parenthetically, this is a rather poor statement, since it would indicate that the objective is to enable the student to survive in the group guidance classes. The product evaluation statement indicates that teaching staff, counselors and nurses held a number of such sessions. Better evidence would be an account of actually how many sessions were held. This objective should probably be restated to state a specifically desired number of sessions and then the project would attempt to reach this objective and its success could be counted in a more quantitative manner.

Objective number six is to provide occupational work experience and the product evaluation indicates that no occupational work experience program was provided by this component. No explanation is made as to the failure to provide this program, and certainly, some reason should be given.

Objective number seven is to provide an occupational training program and the product evaluation statement indicates that occupational training programs were available to Outreach Center students through the senior high school vocational programs, proprietary schools, and the Southeast Metropolitan Boards of Cooperative Services. This merely is a statement that the

services were available and did not include a count of how many students were able to take advantage of these services. Certainly, this would provide more hard data and result in a better evaluation process.

Section C: Enriched Education Component

The general statement under this component indicates that there was a serious lack of communication in any establishment of rapport with the high school administration.. The reader may well ask what evidence there was to back up this statement and certainly, such evidence should be included in the evaluation report as a means of strengthening the entire report.

1. Student Objectives

The chart depicting the evaluation results of the student objectives, beginning on page 45, fairly depicts the procedures used and the results with the exception of objective number one. The total students enrolled in the enriched education component is stated as being 215. The percentage dropped out is 5%, but the report could be strengthened if the actual number which dropped out was included in this section. The evaluation of the staff objectives beginning on page 46A raises the same objections voiced on the process evaluation forms as was depicted in the last section.

Objective one of the student objectives is to maintain the enrollment in the school during the first project year of 180 of the 200 target students, grades seven through twelve (10% increase). The product evaluation statement indicates results in terms of dropouts rather than retention. In order to be consistent with

the language of the objective, this should be presented in terms of retention rather than dropouts.

Section D: Pupil Personnel Services Component

In the general statement, it was indicated that no inservice was conducted by the psychological team for the staff, but no mention was made as to why this was not done. Certainly, the report could be strengthened by giving reasons for this failure.

1. Staff Objectives

The process evaluation statement for objective two indicates that the majority of students received physical examinations, vision screenings, and hearing screenings. It also indicates that assistance was given to secure medical services for those students who did not qualify for community medical services. The evaluation report and the evaluation itself could be strengthened by providing quantitative data here. Rather than stating the majority of students, how many students received physical examinations? How many received vision screenings, etc.? How many students were given assistance and did indeed secure medical services where they were not qualified for community medical services. It would seem that quantitative data in this area would be rather easy to keep track of and would present documentary evidence of the success or failure of the project in meeting this objective.

Section E: Staff Training Component

1. Staff Objectives

Objective number four is to develop procedures which will result in the effective utilization of paraprofessionals within the dropout program. The product evaluation statement indicates that

paraprofessionals were utilized effectively by some teachers in some components. It further states in general however there was hired a normal turnover in paraprofessional staff in two of the components. This statement does not make sense, but we suspect that what was meant to be said was that there was a higher than normal turnover in two of the components. The question is raised, how is it determined that paraprofessionals were utilized effectively by some teachers? Certainly some criteria should be developed and some observations made which would result in better documentary evidence of the statement.

Section F: Project Management Component

1. Staff Objectives

Objective D is concerned with budget and fiscal management and the product evaluation statement indicates that an accounting system was designed and implemented and that tangible evidence of fiscal control was presented in the project's final financial audit. Although we are not concerned with the financial audit, we have seen evidence that fiscal procedures have been improved during the course of the project year, and have examined an instrument which will be in use next year which will enable the project staff to keep track of expenditures by objectives in a much better manner than has heretofore been the case.

Section G: Appendices

The title of Appendix A indicates that there will follow evaluator-designed instruments which are utilized for project evaluations. Appendix A does not include these evaluator-developed forms but rather a listing of standardized instruments. Consequently, the title is misleading. Appendix B includes project data analysis and this section was very valuable

to the auditing team in terms of verifying the figures on the process forms. This appendix could have been strengthened by the inclusion of other data such as the health and psychological data which was used in the evaluation and results of standardized achievement tests.

APPENDIX A

Records and Data Used

1. Permanent Records (student)
2. Health Records
3. Counseling Records
4. Rosters
5. Achievement Test Results
6. Grade Sheets
7. Attendance Records
8. Process Forms
9. Interviews
10. Observations (classroom)

PART 4

OVERALL PROGRAM DESIGN AND MANAGEMENT

PART 4 OVERALL PROGRAM DESIGN AND MANAGEMENT

4.1 GENERAL DESCRIPTION

PROJECT OUTREACH is a comprehensive five year program. The administrative staff, school board, faculty, and community have committed themselves to introducing basic and widespread changes in Sheridan School District organization, curriculum offerings, pupil services, teacher training, and all other aspects of the school. PROJECT OUTREACH will bring about a complete transformation of the present Sheridan Public Schools within five years. This complete transormation will concentrate on meeting the total needs of all students, most specifically those alientated youth who are potential dropouts and youth who have already rejected school. PROJECT OUTREACH will demonstrate and develop a new system that will provide relevant and meaningful educational experiences.

4.2 PROJECT COMPONENTS

4.2.1 Project Management Component. Emphasis during the first program year was placed on the project management component. Adequate lead time was provided in system analysis, staff training, staff reallocation, planning, implementation, and operation. Activities during the first year have resulted in a strong foundation on which the conversion to a new, dynamic system which is responsive to the needs of all students can be constructed.

PROJECT OUTREACH will continue to utilize modern management processes aided by sufficient technical assistance

to assure maximum success.

The total management process is the responsibility of the Project Director. The Project Director plans and controls all programs and activities within the project. He is responsible for the management of time and resources, the dissemination of information, evaluation, cost effectiveness, and performance. He receives and gathers all reports, identifies problems, views possible alternatives, and follows up with modifications. He communicates his decisions.

The Director is responsible for management of the full time project staff. The Director and the school principals work together on project activities and programs, particularly when those activities are environed within the high school or middle school buildings.

The Project Evaluator is primarily responsible for developing and maintaining a comprehensive evaluation design for PROJECT OUTREACH. Other specific project management responsibilities are:

a. Acting as assistant Project Director.
b. Monitoring all project activities.
c. Evaluating processes and management.
d. Measuring Project outcomes to determine if performance objectives have been obtained.
e. Providing cost-benefit information on the Project.
f. Providing feedback to Project Management so

that modification of processes and management can be dynamically effected.

4.2.2 Staff Training Component

In-depth training will be provided to all members of the Project and school faculty, staff and administration. Para-professionals, community liaison personnel and other members of the community will be included. Emphasis will be on assisting teachers and administrators to effect educational improvement in areas specific to Sheridan.

4.2.3 Pupil Personnel Services Component

This component is responsible for developing an improved self-concept that will allow the student to participate and develop his potential within the new system. Services are provided through guidance and counseling activities, health services, and community, state, and federal agencies. A full-time school psychologist will be employed in 1972-73 to assist the Project staff in correcting specific problems identified for individual students or groups of students.

4.2.4 Middle School and High School Components

These components will provide programs for 100 potential dropouts in the middle school, grades six through eight, and 135 potential dropouts in the senior high school, grades nine through twelve.

Reorganization of the junior high school and senior high programs into middle school, grades six through eight and high school, grades nine through twelve, is being done recognizing that: 1) needs of students in the middle school differ substantially from the needs of high school students and can best be served by establishing separate components; 2) Sheridan building facilities in 1972-73 can be better utilized and maintained by implementation of the middle school concept.

4.2.5 Outreach Center Component

The Outreach Center is a separate physical facility which is designed to meet the educational needs of sixty secondary school age dropouts and highly potential dropouts who are not able to function in the present traditionally structured system but are sufficiently mature to function in an environment which emphasizes individual responsibility. Youth who have dropped out of school will be recruited into the Outreach Center.

4.3 PLANNING AND ORGANIZATION

4.3.1 Community Involvement

During the first project year, the Community Advisory Council met monthly. Members established parent-student rap groups and many parents enrolled in GED classes. Some parents acted as resource persons for certain instructional units and were instrumental in obtaining guest speakers for others.

Through a series of meetings with project parents and Head Start parents, Outreach Center staff members set up a class for parents interested in obtaining GED's through the Southeast Metropolitan Board of Cooperative Services. The project staff also participated in a district-wide seminar involving educational staff, parents and students. The purpose of the seminar was to explore educational goals for the district.

A series of newsletters about the Project were sent to approximately 200 district parents and Title VIII parents. Students received daily communications from the staff about the Project.

A number of publications about the Project appeared in area newspapers and State Department of Education publications. Several groups visited the Project, including groups from the Colorado State Legislature, University of Denver, other high schools, the Education

Ministry of Israel and other Title VIII projects in St. Louis, Missouri and Riverton, Wyoming.

The District's Accountability Committee was active in 1971-72 in bringing outside input particularly to the ORC. A committee member spent two days in the Outreach Center offering and receiving information.

Similar community involvement of an accelerated nature is planned forthe second Project year.

For a list of council members, the method of selection, the organizational structure of the council and the role of other community groups, the reader is referred to the Formal Project Application dated February 19, 1972.

4.3.2 Statement of Need

4.3.2.1 Extent of the Problem: During the past three years the Sheridan School District's dropout rate, as determined by the State Department of Education, has ranked among the 181 State School Districts as follows:

1970-71 10th Highest

1969-70 9th Highest

1968-69 10th Highest

The Colorado State Department of Education has developed a state-wide dropout calculation project that counts all pupils and defines a

dropout as a pupil who leaves school for any reason, except death, before graduation from grade 12 or completion of a program of studies and without transferring to another school. The State utilizes a Cumulative Dropout Rate. In 1966-67 this rate for the Sheridan Public Schools was 40.9%; in 1969-70 the rate was 48.8%; in 1970-71 the rate was 32.8%.

Using the formula provided by the U. S. Office of Education the rate of dropouts for 1969-70 was 16%, reflecting fifty-seven dropouts during the year from an enrollment of 352 students. In 1970-71 the rate was 15%, reflecting 51 dropouts during the year from an enrollment of 369 students.

The community is highly transient. Numerous attempts have been made to determine the total student population in the area. Several studies of the total number of students in the area not being served by the schools have been made by various county, state, and federal agencies. In 1959 a comprehensive survey of dropouts indicated that 23.9% of the secondary students were not attending any school. In 1963, under a federal health grant that made an every-house survey, the Tri-County Health Department found

20% of the students from ages 6 to 18 were not known to the Sheridan Schools. Other efforts since have been made to hold and recruit students not attending school.

An exact count of Sheridan students from welfare families has been taken since 1969. The number of students has ranged from 220 to 300 or 10% to 13% of the total school population. The Department of Welfare releases only addresses. Many of these addresses are trailer courts, motels, and other multiple units. Analysis of the addresses of graduating seniors indicate that less than 2% come from these addresses.

Approximately half of the student population resides in a target area defined in a federal grant to the Tri-County Health Department. In this area 68.7% of families with school age children have an annual income of less than $4,000. Analysis of Head Start, Neighborhood Youth Corp., and Tri-County data indicate that in 1969, 50% of the students came from families earning less than $4,000 or from families on welfare.

Early marriage and family care are definite contributing factors to dropout problems. The dropout rate for females in every grade is

greater than for males. Two percent of the 1969 6th grade girls were known or unknown dropouts. All boys were accounted for. The school does not have a formal program for pregnant girls, yet in 1970-71, nine pregnant girls were provided a variety of health counseling and educational services.

No official count of minority students has been made. Fourteen per cent of the 1971 graduating class come from minority groups. At the same time, twenty per cent of the first grade students were from minority families. One extremely difficult aspect of counting the minority students is a high incidence of mixed marriages where many Spanish-looking children have Anglo-Saxon names. Analysis of school records, Head Start records, and county surveys, indicates that approximately 30% of the total school age population comes from minority groups, but only 20% of the high school population includes minority youth. The dropout rate for minorities is much greater than for Anglo students.

Eleven percent of the elementary school children are in programs for handicapped children. Six per cent of these students are in educationally handicapped classes. The secondary schools do not have classes for these students who have

social or emotional problems.

4.3.2.2 Identification and Causes of Dropouts and the Relative Importance of These Causes: A yearly assessment of dropouts has been made since 1958. The rate has increased over this period of time. Changes that have contributed to increasing the rate are as follows:

A. Change in the socio-economic and educational level of parents in the community over the past six years. This fact can be substantiated by both an increase in Head Start students with no increase in population and a decrease in property evaluation.

B. Awareness of the extent of the dropout problem by improved identification, better record keeping from sixth grade through graduation, and more adequate follow-up of students moving outside the community.

C. Traditional school environments with present staffing patterns are not realistic for many students. All middle school and senior high school students leaving school are contacted by the school counseling staff. Reasons for dropping out are discussed. Personal interviews show that curriculum adjustment would allow many students to continue their education.

Analysis indicates that no single factor is responsible for students dropping out of school. Factors that are commonly mentioned are:

(1) Large transient population.

(2) Low socio-economic concentration.

(3) Large number of minority families.

(4) Low educational background of parents.

(5) High incidence on public welfare.

(6) High incidence of handicapped children.

(7) Residential students not presently attending school.

(8) Early pregnancies and family care.

(9) Low achievement and low academic ability.

(10) Lack of extra curricular activity involvement.

(11) Unstable home life.

The PROJECT OUTREACH staff, with over 24 years of experience in the community, with the benefits of hundreds of interviews with students, parents and staff, and with the benefit of experience during the first project year, feel the following factors contribute most heavily to the dropout problem:

(1) School is not relevant to students. Students are not being provided with educational experiences that they feel will be of significance in the future. Because of this irrelevance,

the student develops an intense dislike for the traditional, academically-centered routine, and for the behavior codes established by the school.

(2) Students do not identify with school. Students who drop out often feel school officials do not care about them. School emphasis is upon authoritarian control rather than personal growth. School has become an impersonal affair. Humanistic values are lost. Teachers no longer believe students can learn. The student and teacher no longer trust one another.

(3) The academic curriculum is too strenuous for the low-achiever. The students who cannot motiviate themselves to do the minimum work required fall farther behind and cannot see how they can meet graduation requirements.

(4) Inability to meet financial pressures necessary to stay in school.

(5) Early pregnancies and family care.

(6) No adequate school program for socially and emotionally disturbed students.

4.3.2.3 Characteristics of Students Dropping Out of School:

A. School grades - high incidence of D's and F's with movement toward lower grade averages per semester.

B. Attendance - high rate of absenteeism, 10 days per year or more and an increased rate of number of days absent.

C. Poor social adjustment as indicated by disciplinary records and semester teacher reports.

D. Limited participation in school and community activities.

E. Test scores of intelligence and achievement, when compared with grades, show extreme inconsistency. Most students do not reach their expected potential.

F. Low math and reading comprehension test scores.

4.3.2.4 Identification of the Prospective Target Schools. Sheridan is a small school district with one middle and one senior high school. In 1972-73, the Project will have separate components for the middle and senior high school and a separate Outreach Center component for secondary students who cannot learn and survive in the present system.

The Outreach Center will provide an educational program for those hard core dropouts that is not available in the traditional secondary schools. A five year objective is to eliminate the segregation of the traditional and non-traditional programs.

The PROJECT OUTREACH staff continues to believe that the best way to handle the needs of the students who are most alienated by the present system is through a special center. The present system with its rules and regulations, administrative and teacher attitudes, organizational structure, and methods of handling students, has pushed out fifteen per cent of the students. The needs of these "push-outs" will be met by the separate, independent Outreach Center component.

4.3.3 Technical Assistance

For a description of those individuals and firms who offered assistance in the formulation of PROJECT OUTREACH, see the Formal Project Application, dated February 19, 1971.

Technical assistance during the first project year was provided by: 1) Educational and Community Consultants and Planners, Inc., San Mateo, California, and; 2) Applied Management Corporation, Denver, Colorado.

Educational & Community Consultants and Planners provided technical assistance in preparation of the Formal Project Application, and services to all components during October, 1971.

Applied Management Corporation supplied technical assistance in the areas of fiscal management, evaluation design, communications and the continuation proposal. The firm assisted in developing a fiscal control system consisting of a payroll journal, cash receipts journal, voucher register, check register, general journal and general ledger. They also designed and selected accounting forms, including time sheets, travel reimbursements, claims and voucher checks. A chart of accounts was established and procedures defined to allow budget reporting. Applied Management assisted Project Management in the preparation of the project control system for the Project Director and the Project Evaluator.

Applied Management assisted in the development of the continuation proposal.

During 1972-73, Applied Management Corporation will be retained to provide technical assistance to Project Management in similar areas of need. A revised project control system, an improved financial system and participation in evaluation modifications, staff training and other Project components are planned for 1972-73.

4.3.4 Project Objectives

4.3.4.1 Five Year Objectives:

OBJECTIVE ONE: To decrease the dropout rate in the Sheridan High School from the 15% rate during the 1970-71 school year to 5% for the school year 1975-76.

OBJECTIVE TWO: To decrease the rate of absenteeism of target students in the middle school and high school from the present estimated rate of 11% to 5% for the school year 1975-76. (Actual figures will be available in June 1972.)

OBJECTIVE THREE: To decrease the percentage of D and F grades of target students in the middle school and high school from the present rate of 43% to 15% for the school year 1975-76.

OBJECTIVE FOUR: To recruit sixty actual and potential dropouts each year in the Outreach Center during the five year period. A minimum of 75% of these students will remain in the Outreach Center during each of the five school years.

OBJECTIVE FIVE: To increase the functioning level of all target students new to the project by an average of one year in reading comprehension as measured by standardized tests during each year of the five year project period or until the students' expectancy level has been reached whichever should occur first.

OBJECTIVE SIX: To improve the students attitudes toward adult authority and toward their environment as evidenced by sixty percent of the target students new to the project showing a positive gain of .3 during each of the five years or showing a mean score higher than the theoretical mean as measured by a semantic differential.

OBJECTIVE SEVEN: To provide an expanded program of pupil personnel services in the areas of health, guidance and counseling, and psychological services serving the target group for the five year period.

OBJECTIVE EIGHT: To develop and maintain a comprehensive management support system which will include the following elements:

(1) A continuing needs assessment survey.

(2) Procedures for the selection of personnel and maintenance of the project personnel system.

(3) A procurement and inventory system.

(4) Technical assistance where needed.

(5) A credible fiscal system.

(6) An effective communications network.

(7) In-service training programs for faculty and staff.

(8) Research and evaluative procedures, data analysis and reporting.

4.3.4.2 Overall Objectives - Second Year:

OBJECTIVE ONE: To decrease the dropout rate in the Sheridan High School from an estimated 10% rate during school year 1971-72 to 7% for the school year 1972-73.

OBJECTIVE TWO: To decrease the rate of absenteeism of target students in the middle school and high school from the present rate of 7% to 5% for the school year 1972-73.

OBJECTIVE THREE: To decrease the percentage of D and F grades of target students new to the project in 1972-73, in the middle school and high school by 25% during the school year 1972-73.

OBJECTIVE FOUR: To recruit sixty actual and potential dropouts in the Outreach Center during school year 1972-73. A minimum of 75% of the recruited dropouts will remain during the school year 1972-73.

OBJECTIVE FIVE: To increase the functioning level of all target students new to the project by an average of one year in reading comprehension, utilizing a standardized achievement test, during school year 1972-73, or until the student's expectancy level has been reached, whichever should occur first.

OBJECTIVE SIX: To improve the target students' attitudes toward adult authority and toward their

environment as evidence by sixty per cent of the target students new to the project showing a positive gain of .3 during the school year 1972-73 or showing a mean score higher than the theoretical mean as measured by a semantic differential scale.

OBJECTIVE SEVEN: To decrease the percentage of failing grades of target students new to the Outreach Center in 1972-73 by 25% as compared with the percentages of failing grades received by these students during their previous two semesters of attendance.

OBJECTIVE EIGHT: To provide an expanded program of pupil personnel services in the area of health, guidance and counseling, and psychological services serving the target group during school year 1972-73.

4.4 INSTALLATION AND DIRECTION

4.4.1 Project Installation

Project installation activities during 1972-73 will include the following:

A. Recruit and hire additional staff.

B. Define job descriptions and assignments.

C. Negotiate technical assistance contracts.

D. Negotiate audit contract.

E. Obtain materials and equipment.

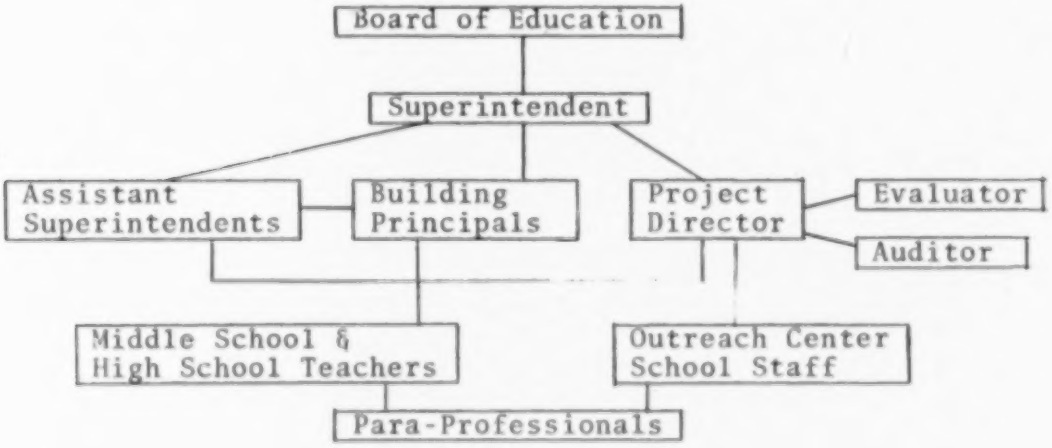
F. Modify evaluation design.

G. Summer in-service staff training.

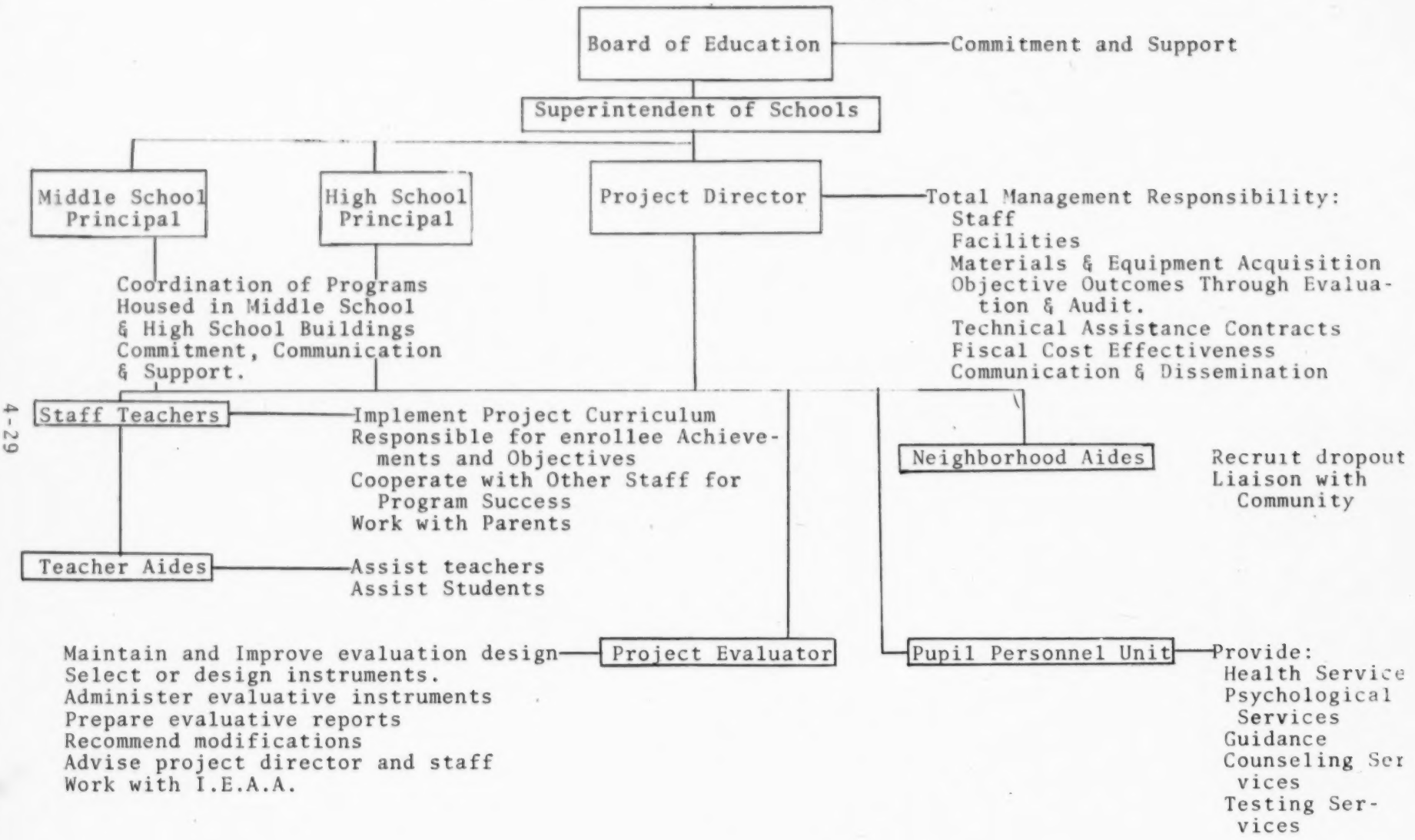
H. Recruit and assign target students.

For a complete list of project activities in time-sequence see the Time Sequence Structure.

4.4.1.1 Personnel



WORK BREAKDOWN STRUCTURE/RESPONSIBILITIES



Project Director

Qualifications

1. Master's degree.
2. Certification by State Department of Education.
3. Teaching and other educational experience.
4. Related experiences.
5. Degree, certification, and teaching related to project.

Responsibilities

1. Management of total project.
2. Direction of project staff.
3. Achievement of project activities.
4. Implementation and direction of program design.
5. Acquisition of facilties, equipment, and materials.
6. Acquisition of resources for staff training.
7. Acquisition of needed technical assistance.
8. Communication and dissemination of information.
9. Maintenance of fiscal cost-effectiveness system.
10. Preparation of reports to the Board, Administration, community, and U. S. Office of Education.

Other administrative staff that is related to the Project exists within the School District. The Project Director will work with, and obtain cooperation and assistance from the Superintendent, Assistant Superintendents, Middle School Principal and High School Principal.

Project Evaluator (See Evaluation, page4-36)

4.4.4.2 Facilities

Facilities for the Outreach Center will remain the same as in 1971-72. Administrative offices for the Project staff will remain in the Outreach Center.

With the completion of the new high school building, reorganization of the middle school and high school programs into separate facilities will be possible.

4.4.4.3 Materials and Equipment

Materials for group activities and seminars have been specifically identified with the assistance of the school staffs and target students. Additional materials will be chosen that will effect positive responses in the areas of the working world, social effectiveness, educational effectiveness, human relations,

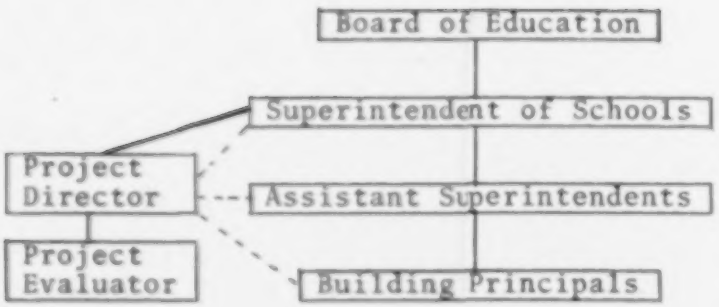
and environmental education. Additional printed materials, (primarily paper books), cassettes, film strips, motion pictures, (rented or borrowed), and awareness games (e.g., GHETTO, SUNSHINE), will be identified and selected.

For additional information on materials, see Outreach Center Component, Section 4.5.1, Middle School Component, Section 4.5.2, and High School Component, Section 4.5.3.

Two additional typewriters will be purchased for instructional use.

A small bus will be purchased or leased for field trips and outings.

4.4.2 Direction



Direct line of authority

Communicative, assistive, cooperative line

Scheduled meetings of the school administrative staff will be maintained to obtain the commitment of administrative staff. The Project Director will attend weekly administrative staff meetings for communication purposes and continue to cooperate with the regular school personnel.

The Board of Education passed the following motion unanimously on March 16, 1971:

To insure success of the proposed Title VIII project, the Superintendent will do the following:
1. Give independent authority to the Project Director.
2. Provide adequate support in personnel, facilities, supplies, and services from the school system.
3. Work cooperatively with the U.S.O.E. staff of Title VIII.

The Superintendent of School supports the concept of

indpendent authority of the Project Director. The Project Director will continue to report directly to the Superintendent, but will work closely with the Assistant Superintendents and Building Principals.

General management philosophy is:

1. Inquire into and study the problem, difficulty, or mis-direction.
2. Elicit advice and alternative from various sources - evaluator, staff members, schooladministrative staff, and technical assistance.
3. Choose appropriate alternates to correct a problem area.
4. Implement and provide rationale for the corrective measures.

4.4.3 Communications

Weekly meetings of the Project staff will be held to discuss progress, problem areas, and possible solutions. More frequent meetings are called when needed. Other school personnel receive written bulletins and attend reguler school faculty meetings.

Monthly Dropout Prevention Community Council meetings are held in the evening to communicate with and obtain feedback from the community representatives.

Feedback from the various groups is solicited. The Project Evaluator has designed an evaluative measure

to assure a meaningful and appropriate communications methodology (see Evaluation Design, Section 4.4.5).

For more detailed information on communication procedures see the description of individual PROJECT OUTREACH components.

4.4.4 Dissemination

Dissemination of information is the responsibility of the Project Director. Information is presented to the Sheridan School staff and local educational groups. News releases are given to the local, regional, and national news media, educational journals and newsletters. Programs featuring slide presentations and 8 millimeter film with taped audio presentation, have been prepared for delivery to interested and concerned lay groups. Also, tapes, slides and printed materials will be produced by the Project staffor dissemination.

For more detailed information on dissemination techniques, see the Project Management Component, Part 4.5.6.

4.4.5 Evaluation

The formative, summative, instrumental, consequential, internal, product outcomes, process and management evaluations have been given serious consideration. Special emphasis has been given to the need for flexibility, adequate checkpoints, short informal tests, interim evaluations and awareness for re-direction.

The scope and complexity of the evaluation demands

that this aspect of the Project continue to receive major thrust.

PROJECT OUTREACH requires constant evaluation and re-evaluation. A major thrust of the evaluator has been the evaluation of processes being used to accomplish the objectives. To assist the evaluation and assistant will be hired in 1972-73. Technical assistance in evaluation has been retained in the budget request. This will provide expert assistance in all areas of evaluation.

The task of the Project Evaluator is to:

A. Maintain and improve the evaluative design.
B. Assist the Project Director at all times during the Project's operation.
C. Monitor all Project activities.
D. Determine whether assumed linkage between variables actually exists.
E. Evaluate processes and management.
F. Measure Project outcomes and determine if the performance objectives have been obtained.
G. Provide cost-benefit information on the Project.

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	NAME/TYPE OF INSTRUMENTS	DATE INSTRUMENT COMPLETED	BASELINE DATA	TARGET GROUP	SCHEDULED DATES	PERSON RESPONSIBI
(Brief statement. See complete objectives in performance terms in section 4.3.4.2)						
1. Reduction of dropout rate	Standard school reporting form including membership withdrawals, dropouts	Now exists	1971-72 school membership data	All student grade 6-12	8/72-6/73	Evaluator & school administrative personnel
2. Reduction of absenteeism	School attendance records.	Now exist	1971-72 attendance records	Potential dropouts grade 6-12	8/72-6/73	Evaluator
3. Reduction of D & F Grades	Students' cumulative record folders	Now exist	Semester grades 71-72	Potential dropouts grades 6-12	9/72-6/73	Evaluator
4. Placement of actual & potential dropouts in the Outreach Center	School records, counselor opinions, Colorado Students Analysis System	Now exist	Dossier development	Actual & potential dropouts grade 6-12	7/72-6/73	Evaluator
5. Gain in mathematics & reading comprehension.	I.T.E.D. - I.T.B.S. or other standardized achievement tests.	Now exist	Test scores-Sept. 1972	Dropouts, potential dropouts grade 6-12	9/72-6/73	Evaluator

EVALUATION DESIGN SUMMARY CHART

RFORMANCE JECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	NAME/TYPE OF INSTRUMENTS	DATE INSTRUMENT COMPLETED	BASELINE DATA	TARGET GROUP	SCHEDULED DATES	PERSON RESPONSIBLE
6. Improvement of attitudes	Semantic Differential Scale	8-71	Pre Test 9-72	Potential Dropouts Grade 6-12	Pre 9/72 Post 6/73	Evaluator
7. Reduction of failing grades of Outreach Center students	Cum records	Now Exist	Previous two semester grades of Outreach Center students	Outreach Center students	6/73	Evaluator
8. Expansion of health psychological, guidance, counseling, testing services	Tabulation form	9/71	Tabulation of present services	Dropouts & potential dropouts Grade 6-12	9/72-6/73	Evaluator

DATA ANALYSIS TECHNIQUES		DATA ANALYSIS PRESENTATION			
	EVAL. REP. DATE	DISSEMINATION OF EVALUATION RESULTS-OVERALL PR			
		PERSON RESPONSIBLE	METHOD	SCHEDULE	RECIPIEN AUDIENCE
Data analysis techniques include the standard measurements of reliability and validity that are necessary for measuring objectives and outcomes. The evaluator shall include in his evaluation of each objective the analysis techniques used for each, primarily utilizing narratives, graphs, and tables.	6/73	Project Director Project Evaluator	Written reports, visual effects, oral presentations.	When requested	School Board School Adm., Community, Groups, USDE, Others on request.

4.4.6 Independent Educational Accomplishment Audit

The outside agency which has been tentatively selected to accomplish the Independent Educational Accomplishment Audit is the Mountain States Consultant Services, Inc.. This corporation was chosen on the basis of the following criteria:

A. The auditor should be geographically close to the project so that an inordinate amount of funds will not be consumed because of extensive travel requirements.

B. The auditor should be able to provide the required expertise necessary to the conduct of the audit, be able to present evidence of previous successful auditing experience, and be able to supply personnel with the necessary qualifications to conduct the audit.

C. The auditor should be able to present evidence of the organizational capacity to carry the audit to a successful conclusion.

Mountain States Consultant Services, Inc. has met the criteria in the following manner:

A. The corporation does not have on its Board of Directors any personnel who have previously been employed in any capacity by the school district or by the Project.

B. The corporation has its headquarters in Lakewood, Colorado, (suburban Denver), and thus is within easy travel distance. All travel may be accomplished by automobile, eliminating the need for costly airline travel and added per diem expenses. Further, corporation personnel will be available immediately for on-site consultation should unforseen emergencies develop.

C. This corporation will make available for the audit, personnel who have had extensive experience and preparation. The contact officer, Dr. Russell B. Vlaanderen, has had extensive experience in administration and research in the public schools and at the college level. Dr. Vlaanderen and Dr. Walter Turner, who has been a school superintendent, director of a state Title III, ESEA program, and a successful project director will be responsible for on-site evaluations.

D. The corporation has demonstrated organizational capability by successful conclusion of a number of projects, including an educational audit for Arizona State University.

Pre-audit activities will consist of consultation on the part of audit personnel, particularly regarding aspects of formative and summative evaluation. The proposed audit coordinator will receive copies of the con-

tinuation proposal, guidelines, regulations, and other materials pertinent to the Project and Title VIII in general.

The audit plan consists of both on-site activities and off-site activities. Off-site activities will be for the purpose of preparing for on-site evaluations, and for checking appropriateness of instruments and adequacy of proposed data gathering activities, verifying data tabulations and statistical analysis, evaluating conclusions drawn from data, preparing periodic audit reports, and writing the final audit report.

The auditor will work closely with the Project Evaluator in scheduling all auditing activities. Material relevant to the visit will be required at least one week before the scheduled visit so that auditing personnel may adequately acquaint themselves with the activity to be audited. All instruments devised by the Project will be required for examination at least two weeks before administration so that weaknesses may be corrected. The critiquing procedures to be used by the auditing firm will be the distrib ution of the instruments to auditing personnel for examination one week before a meeting of these persons to arrive at a critique of the processes. A written critique will be submitted to the Project Evaluator, and the audit coordinator will be available for consultation at the request of the Evaluator. The auditor may request a conference

if it seems desirable for the development of the best possible instruments. Following each visitation, a conference will be held with the Project Evaluator and a written report will be submitted within one week following the visitation. The same procedures for examining test results will be used as for the critique. Periodic reports and the final report will be supplied within the time limits specified in the contract.

4.5.1 Outreach Center Component

A. Planning and Organization

1. Description and Rationale

The Outreach Center is the separate physical facility to meet the educational needs of sixty (60) secondary students who are potential dropouts and secondary school age dropouts who are not able to function in the present traditionally structured system but who are sufficiently mature to function in an environment which emphasizes individual responsibility. Youth who have dropped out of school will be recruited into the Center. Activities for the component include:

a. Identification and recruitment of hard core dropouts and actual dropouts.

b. A basic skills curriculum utilizing individualized programs and new, ungraded material that makes sense to the student.

c. Significant student participation in the decision making process.

d. A vocational group guidance program.

e. Survival in our society group guidance seminar classes.

f. Occupational work experiences.

g. Occupational training programs.

h. Recreational and enrichment activities will be available daily and on weekends for those students wishing to participate.

Rationale for procedures: Some students are not destined to complete school within today's type of school program, structure and philosophy. This is evidenced by the fact that no public school in Colorado has performed with zero defects in holding all students until they have received a diploma. This fact is further substantiated by the number of street academy type of schools that have sprung up throughout the country. This concept of separate facilities; student oriented, self-pacing curricula; and a more permissive environment has had success in many core city areas. Sheridan High School has many students who have demonstrated that they can and will function successfully in a separate program. Students who had dropped out of Sheridan High School have functioned successfully in the Outreach Center environment during 1971-72.

Although changes are occurring, the present

secondary structure has little flexibility in time schedule and organization of the school day. A student under financial pressure or personal pressure must make a decision about continuing school. Many times the school loses because time is not flexible to meet student needs. Flexibility of scheduled activities will be maintained in the Outreach Center.

The present rigid schedule, rules, and regulations place more pressure than many students are capable of handling. The student feels he must leave to maintain his sense of well being. The Outreach Center provides experiences, counseling, and freedom of expression to assist students in working toward a meaningful and relevant curriculum.

Methods in curriculum and student treatment that prove successful in the Outreach Center will be transferred to the regular middle school-senior high school programs when they are appropriate. The principals of both the middle school and the high school have committed themselves to this concept.

2. Performance Objectives

OBJECTIVE ONE. To recruit sixty (60) highly potential and actual dropouts into the Outreach Center for the school year 1972-73. Out of the sixty (60), a minimum of 75% will remain during the school year 1972-73.

BASELINE DATA. Those students recruited and placed in the Outreach Center at the beginning of the Project period.

DATA COLLECTION. Record of enrollment and attendance.

OBJECTIVE TWO. To decrease the percentage of failing grades of students who are new to the Outreach Center in 1972-73 by 25% as compared with the percentages of failing grades received by these students during their previous semesters of school attendance.

BASELINE DATA. Number of failing grades received the two previous semesters of school attendance.

DATA COLLECTION. Failing grades received by each student both semesters of the previous year and the Project year will be counted and compared.

OBJECTIVE THREE. To increase the functioning

level of each component student by one year or to cause each component student to achieve his expectancy level (whichever should occur first) in the areas of vocabulary and reading comprehension as measured by standardized achievement tests during the school year 1972-73.

BASELINE DATA. Pre-test given to all target students the first month of the Project.

DATA COLLECTION. Post-test will be given to all students. The scores of students attending a minimum of 150 days in the Outreach Center will be recorded and the gain of each individual student calculated. Mean scores will be utilized to determine gain.

B. Installation and Operation

1. Procedures

a. Identification and recruitment.

Students who possess a high potentiality for dropping out of school prior to graduation will be referred to the Outreach Center. Criteria for identification of potential dropouts are:

(1) Record of failing and low grades.

(2) Achievement test data--two years or more below grade level.

(3) Tests of mental maturity--below average or not consistent with expected grades and achievement.

(4) Past disciplinary record.

(5) Teacher, principal, and counselor comments.

(6) Degree to which pupils can afford school expenses.

(7) Record of previously dropping out of school.

(8) Dropout history in the family.

(9) Degree of family mobility.

(10) Years retained.

(11) Absentee record.

(12) Number of extracurricular activities participated in.

(13) Acceptance by peers.

(14) Rating on Colorado Student Data Form.

(15) Parent interview.

After students have been identified as having a majority of these characteristics and could profit from the school they will be interviewed by counselors and other Project staff. Students who have already dropped out will also be recruited. The

Outreach Center will be explained and sold in such a way that high student interest and commitment will be achieved.

Parents will be counseled to obtain their cooperation and permission in such a placement. They will be invited to participate in a parent advisory committee so that they will be involved in school affairs and better understand and support the goals of the Project.

b. Curriculum

Curriculum will stress four major areas. Each student, however, studies curriculum only in the areas of personal learning needs.

Subject matter will include:

(a) Communication skills. Since the largest number of dropouts and potential dropouts are poor readers and are lacking in other language and communications skills, a concentrated effort will be made through a competent reading specialist to increase their proficiency in these areas. Learning units will be organized to show the relevancy

and need for improving communicational skills. Language development and communication skills will be an integral part of all units. Students will be encouraged to make written and oral reports. Emphasis will be on student output. Small group instruction, individualized help, and tutorial programs will be scheduled daily to assist students. Students will help plan their own program of language development based on their needs. Materials used in many cases will be similar to other specialized programs.

(b) Social Studies. Curriculum will be of contemporary nature. Government, civic responsibility, and history will be covered, utilizing exploratory methods. Linkage to present problems is a major objective of the course. Films, slides, paperback books, newspapers, and field trips will replace traditional textbooks.

(c) Other subject areas are offered throughout the year according to student interest and need. Subject offerings are presented through micro teaching,

mini courses and extended course techniques. Subjects offered may include but will not be limited to the following: photography, mathematics, sciences, foreign languages, art, human behavior, domestic living, personal and family budgeting, creative writing, checking accounts and borrowing, listening skills, spelling, experimental reading, drivers education, physical education, music appreciation, American history, personal care and grooming, shorthand, speech and drama, general business, knitting, Yoga, and Great Books.

(d) In addition to these areas of study, seminar and group guidance activities will be stressed. These classes will be structured in the experimental technique. Those to be included are: VOCATIONAL GUIDANCE. A strong unit of student vocational selection will be included. An additional counselor will be added to the staff to permit greater focus on careers than was possible in 1971-72.

All students will be involved in both formal and informal methods of determining occupational choices. Formalized interest inventories, aptitude test batteries, and other tests will be utilized to help the student identify his strengths and weaknesses. Practical exercises in job applications, interviews, appearance, and work habits will be included. The teacher-counselors and the vocational counselor will be responsible for occupational-vocational enrichment activities including group field trips, films, guest speakers and "job site shadowing" activities for individual students.

All subjects will link their content with vocational-occupational choice and the world of work. The vocational counselor will assist teachers in providing this linkage.

STUDENT INVOLVEMENT IN CURRICULUM. Teacher-counselors will discuss with students what will be taught. Their

ideas and interests will be considered.

SURVIVAL IN SOCIETY. This broad subject will be the basis for group discussions in almost any areas that students wish to discuss. They will be guided by the teacher-counselors into areas that society deems important. Many will interface subject areas previously described. Examples of group discussion subjects may include:

Political Realities: Their Effect on You.
Consumer Economics: Self-protection Through Knowledge of the Market Place.
Race and Ethnic Relations.
Development of Individual Potential.
Educational Planning for Career Goals.
Drug Abuse: Its Dangers and Consequences.
The Generation Gap: A Problem in Communication.
The Law and You.

A work experience program will be available with a vocational counselor responsible for vocational guidance activities, job development and placement, and coordinating vocational training. Students may work two to five hours a day and receive up to two hours' credit toward

graduation after being evaluated on their achievement within their work experience. All attempts will be made to place students in work experiences that they indicate an interest in.

Students will participate in occupational career training programs presently being offered in the regular school curriculum, primarily in auto mechanics. As occurred in 1971-72, programs not offered at Sheridan are contracted from the Southeast Metropolitan Board of Cooperative Services, Denver Community College, and proprietary schools.

The Outreach Center will function without formalized, enforced rules as evidenced in most secondary schools. Staff and students will work together in developing acceptable standards of behavior.

An after school program will provide recreational and enrichment activities for all Outreach Center school students.

Recreational activities will include participation in regular school programs if the student desires. Other programs in swimming, skating, bowling, etc., will be made available, depending on student interest. Weekend field trips and summer activities will be available to all students and planned, as much as possible, so that they will not conflict with other scheduled student activities. The purpose of these activities is to help the student learn to use his leisure time in constructive activities.

The project has requested funding for a school bus and a bus driver-activities coordinator in order to alleviate problems encountered during 1971-72 in coordinating field trips with classroom program activities.

Activities will include, but not be limited to:

Excursions to cultural events and sites.
Recreations.
Arts and crafts.
Community service projects.
Vocational interest visitations.
Field trips to areas outside the metropolitan area.

Skiing
Karate
Scuba Diving
Photography
Dramatics
Cultural Events

A summer activities-learning program will be instituted in 1972. The project will feature one activity per week which may range from a partial day to several days. All students enrolled in the Outreach Center during 1971-72 and new students who enroll for 1972-73 will be invited to participate. The summer program is designed to accomplish the following. (a) Provide continuity to education programming for hard core potential dropouts, (b) to permit students to continue working toward graduation credits, (c) to integrate new students into the on-going student body, (d) to expand upon implementation of programs to achieve Outreach Center goals. Goals include exposing students to broad activities, maintaining interest in learning activities, developing individual and group self-image, relating classroom learning to outside world reality, and, therefore, further reducing dropouts among the student population.

The summer program will include trips of longer duration than could be conducted under the pressures of the school year. Three Outreach Center staff members will coordinate the program.

2. Participants

   a. Sixty secondary school age potential dropout students and youths who previously have dropped out of school will be recruited into and/or retained in the program.

   b. The target school will be known as the Outreach Center with participants coming from the immediate community, Sheridan Senior High School, and Sheridan Middle School.

   c. Selection of students will be made from the dropout potentiality factors previously described and from students who previously have dropped out of school.

3. Resources

   a. Personnel

      (1) The Outreach Center staff needs are:

      Four and one-half teachers - one to serve as the team leader.

      One-fourth reading-language development teacher.

Two teacher aides.

One neighborhood aide.

One-third activities coordinator-driver.

(2) Responsibilities and Qualifications:

PROFESSIONAL STAFF

RESPONSIBILITIES:

Teach curriculum as developed by staff and student.

Seek and implement successful methods of teaching alienated youth.

Participate in student oriented after school programs.

Attend staff meetings and training sessions.

Responsible for the success of their students.

QUALIFICATIONS:

Certified by the State Department of Education. Capable of working with alienated youth in an open, teamed environment.

Preferably, previous experience in a secondary school or school project which focuses on disadvantaged or alienated youth.

(Qualifications for the reading-language development teacher are presented in the High School Component.)

(3) All staff will be hired by August 1, 1972, so that they can be oriented to the program and participate in the training program.

(4) The response to the Outreach Center's

community participation programs has been sufficiently encouraging during 1971-72 that the project anticipates utilizing parents and other community personnel on a part time, non-paid basis during 1972-73. Students have identified the following areas in which community resources can contribute to program activities: grooming, sewing, mechanics, cooking, and vocationally related subjects.

b. Technical Assistance

Program assistance will come from the various divisions of the Colorado Department of Education, area colleges and other Title VIII Projects. No performance contracting is anticipated in technical assistance.

c. Facilities, Materials, and Equipment

(1) The Outreach Center facilities are leased, temporary, mobile structures located within two blocks of the middle school and within one hundred yards of the new high school.

(2) New Materials and Equipment

Books and other printed materials
Audio-visual aids (Purchased and rented)
Audio-visual equipment
Learning kits and simulation games
Materials storage facilities

(3) Procedures

The Project Director will have authority to order project materials and equipment independent of the district administration office.

Management procedures will assure the receipt of materials and equipment prior to the time they are needed.

C. Communication

(See High School Component, Section 4.5.3.)

D. Evaluation

The evaluation design and system is the same for this component as is designated in Section 4.4.5.

4.5.2 Middle School Component

A. Planning and Organization

1. Description and Rationale

The purpose of this component is to provide programs for 100 potential dropouts in the middle school, grades six through eight. This component will introduce basic and widespread changes in organization, curriculum offerings, and methodology that will give new meaning to the middle school and will meet the needs of alienated students who reject school. All students identified will be followed by name for the duration of the project.

The middle school component (a sub-component of the combined 1971-72 junior high and high school Enriched Education component) experienced operational problems during the first project year. Significant changes in objectives, planning, implementation and staffing are planned for 1972-73. These changes are:

a. Redefine the junior high program, grades seven through nine, as the middle school program, grades six through eight. Reorganization of the junior high school and high school programs into middle school and high school programs for 1972-73 is being done recognizing that:

(1) Needs of middle school students differ substantially from the needs of high school students and can best be served by establishing separate components.

(2) The Sheridan building facilities in 1972-73 can be better utilized and maintained by implementation of the middle school concept.

b. Separate the middle school and high school programs into separate components. This recognizes that middle school problems and needs differ substantially from the needs of the high school student.

c. Establish a more precise classification system of the target students for the purpose of providing more effective individualized programs (see installation and operation).

d. Redefine the responsibilities of the middle school faculty, recognizing the need for professional assistance in:

(1) Curriculum preparation.

(2) Coping skills in deviant behavior.

(3) Adequate planning time.

e. Construct a "resource center" facility (possibly one or two large rooms) in the middle school building where groups of stu-

dents with specific needs can go for specialized activities.

f. Reestablish the utilization of high school student aides in conjunction with the work-study program.

g. Substantially increase emphasis on staff training and communication.

h. Renew the emphasis placed on community involvement in the program.

i. Select students for enrollment prior to June 15, 1972. Teachers and counselors will participate fully in the selection process.

Curriculum revisions, individualized instruction, and student involvement in planning will contribute to securing successful participation of potential dropouts. Series of activities, including the necessary supporting organizational structure, will be maintained which are relevant to these students. The after school hours program will continue to provide recreational, cultural, and educational activities. Activities should result in performance outcomes that will reduce the dropout rate, decrease low and failing grades, decrease absenteeism, raise achievement levels

in language and math skills, and instill positive attitudes in students. The middle school, including target students, will be environed within the present junior-senior high school complex.

Rationale for procedures: The present program is failing to meet the students' needs. This is adequately demonstrated by poor attitude toward school, high incidence of "D" and "F" grades, high absenteeism, poor work habits, unhappy students, and students dropping out of school.

A new curriculum will place students at their individual level of readiness. New techniques will utilize pupil-centered activities, sequential learning materials, immediate response to and reward for questions, language discussion techniques, behavior modification techniques, and active student participation in planning. A modified and improved staff training component will insure implementation of these techniques.

The programs planned or in process give the student flexibility and choices in his own plans, realistic standards for future goals, and a sense of self worth acquired

through growth in successful learning experiences.

The Pupil Personnel component will assist teachers in individualizing programs for socially and emotionally disturbed students. Programs will be flexible in schedule so as to meet the needs of teenage girls with family responsibilities.

The introduction of new procedures, processes, and experiences places the emphasis on individual levels of readiness. Sequential units of learning materials, timing to meet needs and interests, additional pupil-centered activities, language discussion techniques, and active student participation in planning will provide an environment for, and develop an interest in, learning.

2. Performance Objectives

OBJECTIVE ONE. To increase the functioning level of all target students new to the project by an average of one year in the areas of mathematics and reading comprehension during 1972-73 school year.

BASELINE DATA. Pre-test of target students on standardized achievement tests during the first

month of the second project year, with results of sub-tests being utilized, recorded, and analyzed.

DATA COLLECTION. Differences in percentile scores of each individual student will be recorded. Gain will be computed by utilizing mean scores.

OBJECTIVE TWO. To decrease the rate of absenteeism of target students, grades six through eight by 10% for the school year 1972-73.

BASELINE DATA. Tabulation of the number of days absent during the 1971-72 school year.

DATA COLLECTION. Recording of number of days absent during the 1972-73 school year.

OBJECTIVE THREE. To decrease the percentage of "D" and "F" grades of target students, new to the Project in 1972-73 by twentyfive (25) per cent.

BASELINE DATA. Tabulation of the number of "D" and "F" grades of target students, new to the Project in 1972-73, during the 1971-72 school year.

DATA COLLECTION. Tabulation of target student grades from individual cumulative records each semester during the 1972-73 school year.

B. Installation and Operation

1. Procedures

A flexible curriculum for these one hundred students will be developed. This curriculum will be devised to start with the student's level of readiness. Emphasis will be placed on providing pupil centered activities, curriculum revisions, and a language discussion technique rather than the more traditional classroom textbook approach.

As stated earlier, the junior high enriched education sub-component experienced operational problems during 1971-72. The Interim Evaluation report describes those problems. Modified procedures will be used in 1972-73 to overcome these weaknesses.

The middle school program will be a separate project component. Because the needs of the middle school target students differ considerably from the needs of high school students, a division into two components is necessary. The following procedures will facilitate reaching project objectives.

a. Staff Assignments and Responsibility.

There is a need to re-define the responsibilities which are charged to the middle school

project faculty. Operational problems in the junior high program in 1971-72 have made it difficult for the faculty to project positively and to support the philosophy behind this component. Project management must move forecefully to correct this situation by providing the faculty with the means to receive ongoing staff training, support and direction relative to curriculum development, organization, discipline and planning. Resources will be provided which will make time available for staff training on a year round basis. In addition, resources will be provided to assist the teacher with problems which develop in the classroom. Reclassification of the target students and the resulting reorganization of class groupings will aid in responsibility re-definition. (See Staff Training Component.)

b. Group Work

The group leaders, acting as teacher-counselors are responsible for the comprehensive development of each student. Students are grouped by group leaders for specific instructional objectives. Counselors, the psychologist, the school

nurse, and outside specialists will be utilized as resource persons. Group coordinators will be assisted by a neighborhood aide (home/study coordinator). This position was defined for the project during the first year, but was not staffed.

The neighborhood aide will be a liaison between the community and the school. The aide will make home visits, secure parental involvement, assist in providing the home environment necessary for successful school experience, identify factors that interfere with school (e.g., inadequate clothes and food) and assist staff in meeting these special needs.

The work-study aides will be high school students who are potential dropouts. The purpose of the high school aides will be to assist teachers in the total working operation. The student aides, through staff training, will learn techniques to help the teacher understand the student, suggest methods for securing motivation, assist in class work, and be responsible for recording student progress and attendance.

The group coordinator will meet with his group weekly. Group work will be oriented toward helping the student understand himself and his feelings. Discussions will be held to assist students in coping with their alienation from school and authority. Students must first be comfortable in a school environment and be willing to learn before improved participation can occur.

Group work will include facets of group guidance, health, sex education, survival in today's world, vocational and occupational information, and social adjustment. Students will assist the teachers to plan, conduct, and evaluate each learning unit. Teachers will act as consultants and provide meaningful alternative choices that will give significant direction to learning. Activities that have been successful, that are pupil centered, and vivid will be utilized.

c. Language Development

All students involved in group work will participate in a language development program. A series of reading and

language materials produced by the teachers will be used in conjunction with other published materials. The SRA, Scholastic, McGraw-Hill and EDL programs will be utilized as well as the basic Hoffman reading lab. A full-time reading specialist will be hired to serve both the Middle School Component and the High School Component.

d. Mathematics Skills Improvement

Students will be administered an individualized diagnosis and placed into groups by level of readiness. Middle school target students will continue to receive experiential or practical experiences in mathematics using a curriculum prepared primarily by the Title VIII teaching staff.

e. Individual Programming

A more precise method of individual program placement will be used in 1972-73. Students selected for the program will be classified into one of the following three categories:

(1) SPECIAL FOCUS GROUP: requiring extreme structure and control.

(2) ACADEMIC NEEDS GROUP: requiring basic skills development but with fewer emotional problems than group 1.

(3) SPECIFIC NEEDS GROUP: requiring specific "out-patient" programming with the intent of allowing the student to re-enter the regular program.

The redefinition of the target population into three sub-components permits increased flexibility to individualize both cognitive and affective programming to fit specific student needs.

Students will have access to other classes in which they are interested such as physical education, music, band, typing, home economics, art and career programs.

f. Student Advisory Committee

A student advisory committee will assist staff in developing meaningful material and curricula. Flexibility will be provided so that students can assist in planning activities that are meaningful and relevant. Student suggestions concerning units of materials and curriculum that they feel will be interesting and vivid will be implemented.

g. After School Program

The after school program will be expanded to develop rapport, interest, and community awareness. The group leader will be respon-

sible for developing and implementing the program. The middle school participants will have available to them a minimum of two activities per month. The activities will include, but not be limited to, the following experiences:

(1) Excursions to cultural events and sites.

(2) Recreational programs - bowling, skating, skiing, swimming.

(3) Arts and crafts - drawing, painting, sculpture, ceremics, plastics, leather work, decoupage.

(4) Vocational field trips to business and industries and vocational schools.

(5) Community Services - e.g., head start aides, big brother program.

A bus will be purchased or leased and an activities coordinator will be hired (see Project Management Component) to assure that this program in operationally viable.

The Pupil Personnel Component will deal with each student on a regular organized basis. All students will be seen individually at least four times during the project year.

2. Participants

a. Participants in the program will be one hundred middle school students, grades six through eight. They will be identified as potential dropouts that meet the

identification criteria listed below. Conferences will be held with the potential enrollees and their parents to garner their support and commitment. Parents will be involved through conferences and home visitation by the staff.

b. The criteria for selecting the potential dropouts for their participation include:

School grades - high incidence of "D's" and "F's" with movement toward lower grades.

Attendance - high rate of absenteeism, ten days per year or increasing number of days absent.

Educational level of brothers and sisters.

Social adjustment problems as indicated by disciplinary records and semester teacher reports.

Limited participation in school activities.

Educational level of parents - less than a high school diplomas.

Test scores and their comparison with grades - under achievers, extreme scatter.

Teacher and counselor opinions.

Indicators on the Colorado Student Analysis form developed by the Colorado Department of Education.

The building principals and school faculties will actively participate in the selection

process. The Title VIII staff will prepare the initial list of enrollees and submit this list to the building principals and faculties. Additions and/or deletions to the initial list will be noted by principals and faculties and returned to the Title VIII staff. The Title VIII staff will subsequently prepare a "decision list" which will be presented to the building principals and faculties. Title VIII will justify its decisions which are questioned. Final selection, however, is the responsibility of the Project Director.

All lists produced will indicate the individual programming recommended for a nominated student (special focus, academic needs or specific needs). Final decisions regarding individual programming will be made by the Project Director.

3. Resources

   a. Personnel

      Three teachers for course work, individualized instruction, homeroom, and helping students handle their daily programs.

      One third reading-language development teacher.

Two teacher aides.

One-third activities coordinator-driver.

One neighborhood aide.

Two or three semi-permanent substitute teachers-curriculum developers.

Three part-time student work-study aides.

b. Responsibilities and qualifications

TEACHERS

RESPONSIBILITIES:

Teach subjects.

Serve as group leader.

Assist in after school program.

Attend staff conference.

Act as liaison for students with other faculty members.

Assist in evaluation.

Communicate with target parents.

Assure success of those students assigned to them.

QUALIFICATIONS:

Certified by the State Department of Education.

Desire to be part of programs designed to create change.

Faith in alienated students' ability to learn.

Ability and training in guidance programs.

TEACHER AIDES

RESPONSIBILITIES:

Assist teachers.

Liaison between the school and community.

Aid students.

QUALIFICATIONS:

Reside in the target area.

Possess ability to communicate with staff, students, and the community.

Be sensitive to student problems.

c. Technical Assistance

Training will be provided in utilization of the reading laboratory equipment procedures. (See also Staff Training Component).

Assistance will be obtained from the Division of Community and Youth, Colorado Department of Education, and the Technical Assistance Control.

d. Facilities, Materials, and Equipment

(1) Facilities

The Project will have adequate space in the existing junior-senior high building when the new high school building is completed. Chairs and tables will be portable and easily arranged in multiple groupings. Rooms will be provided with a variety of materials

and supplies, resources, and reference books.

Additional facilities such as a gymnasium, a cafeteria, and meeting rooms will be available in the building and in the Outreach Center for special activities, extra-curricular programs, and after school functions.

(2) New Materials and Equipment

Items to be secured include:

Books and other printed materials.
Audio-visual Instructional Materials.
Audio-visual Equipment.
Ungraded reading materials.
Core curriculum books.
Laboratory materials.
Learning kits and simulation games.
Consumable supplies and materials.

(3) Procedures

(Same as High School Component.)

C. Communication

(Same as High School Component.)

D. Evaluation

The evaluation design and system is the same for this component as is designated in Section 4.4.5.

4.5.3 High School Component

A. Planning and Organization

1. Description and Rationale

This component's purpose is to provide programs for 135 potential dropouts in high school, grades nine through twelve.

Reorganization of the junior high and high school programs in 1972-73 into middle school, grades six through eight, and high school, grades nine through twelve, is being done reorganizing that:

(a) Needs of students in the middle school differ substantially from the needs of high school students, and can best be served by establishing separate components.

(b) The Sheridan building facilities in 1972-73 can be better utilized and maintained by implementation of the middle school concept.

The high school component will introduce basic and widespread changes in organization, curriculum offerings, and methodology that will give new meaning to the secondary school and meet the needs of alientated students rejecting school. All students identified are followed by name for the duration of the project.

Curriculum revisions, individualized instruction, and student involvement in planning are used to secure successful participation of potential dropouts. A series of activities, including the necessary supporting organizational structure, has been constructed which is relevant to these students. An on-going living environment has been developed to help overcome the debilitating effects of the present system. A continuous program of after hours activities to improve self concept is being developed. Activities have produced performance outcomes that have reduced the dropout rate, decreased low and failing grades, decreased absenteeism and instilled more positive attitudes in students. The final evaluation will reflect outcomes in academic achievement.

Target students will be environed within the new senior high school complex.

Rationale for Procedures: The present program is failing to meet the students' needs. This is adequately demonstrated by poor attitude toward school, high incidence of "D" and "F" grades, high absenteeism, poor work habits, unhappy students, and students dropping out of school.

The new curriculum places students at their individual level of readiness. Techniques utilizing pupil centered activities, sequential learning materials, immediate response to and reward for questions, language discussion techniques, and active student participation in planning provide an environment that facilitates learning.

The Sheridan high school has been extremely traditional--students in straight rows, teachers up front, rigid rules, and standards set to hone students for college. It has been an emasculating environment where many of the students react against the building and the system. The thrust of the first project year has stimulated changes in scheduling, teaching by instructional objective and community involvement. It will continue to be a goal of the project to integrate these concepts into the entire Sheridan school system.

The Pupil Personnel component is helping to develop individualized programs for socially and emotionally distrubed students. Programs are flexible in schedule so as to meet the needs of teenage girls with family responsibilities.

The introduction of new procedures, processes, and experiences places the emphasis on individual levels of readiness. Sequential units of learning materials, timing to meet needs and interests, language discussion techniques, and active student participation in planning provide an environment for, and develop an interest in, learning.

2. Performance Objectives

OBJECTIVE ONE: To increase the functioning level of target students new to the Project by an average of one year in reading comprehension.

BASELINE DATA: Pre-test of target students new to the Project on a standardized achievement test during the first month of the project year, with results of sub-tests being utilized, recorded, and analyzed.

DATA COLLECTION: Differences in percentile scores of each individual student will be recorded. Gain will be computed by utilizing mean scores.

OBJECTIVE TWO: Ninety percent of the one hundred thirty-five students, grades nine through twelve, identified as highly potential dropouts, will remain in school during the second year of the Project.

BASELINE DATA: Those one hundred thirty-five students identified for the program, grades nine through twelve.

DATA COLLECTION: The actual number of student dropouts occuring from the one hundred thirty-five identified potential dropouts will be calculated. Those students will be followed-up to determine if they transferred to another school or have actually terminated all contact from school.

OBJECTIVE THREE: To decrease the rate of absenteeism of target students, grades nine through twelve, from the present rate of 7% to 5% for the school year 1972-73.

BASELINE DATA: Tabulation of the numberof days absent during the 1971-72 school year.

DATA COLLECTION: Recording of number of days absent during the 1972-73 school year.

OBJECTIVE FOUR: To decrease the percentage of D and F grades of students who are new to the program in 1972-73 by 25%.

BASELINE DATA: Tabulation of the number of D and F grades of new target students during the 1972-73 school year.

DATA COLLECTION: Tabulation of target student records from individual cumulative records each semester during the 1972-73 school year.

B. Installation and Operation

1. Procedures

A flexible curriculum for these one hundred thirty-five students is being developed. This curriculum is designed to start with the student's level of readiness. Emphasis is placed on providing pupil-centered activities, curriculum revisions, and a language discussion technique rather than the more traditional classroom textbook approach.

Success of the program has been due primarily to the staff which has related positively to the students. Rapport is being established to secure the motivation necessary for successful learning experiences. The improved Staff Training component will help the staff develop and implement additional workable techniques.

a. Group Work

The group leaders, acting as teacher-counselors are responsible for the comprehensive development of each student. Students are grouped by group leaders for specific instructional objectives. Counselors, the psychologist, the school nurse, and outside

specialists are utilized as resource persons. Group coordinators will be assisted by a neighborhood aide (home/school coordinator). This position was defined for the project during the first year, but was not staffed.

The neighborhood aide will be a liaison between the community and the school. The aide will make home visits, secure parential involvement, assist in providing the home environment necessary for successful school experience, identify factors that interfere with school (e.g., inadequate clothes and food) and assist staff in meeting these special needs.

The group coordinator meets with his group weekly. Group work is oriented toward helping the student understand himself and his feelings. Discussions are held to assist students in coping with their alienation from school and authority. Students must first be comfortable in a school environment and willing to learn before improved participation can occur.

Group work includes facets of group guidance, health, sex education, survival in today's world, vocational and occupational information, and

social adjustment. Students will assist teachers to plan, conduct, and evaluate each learning unit. Teachers are acting as consultants and provide meaningful alternative choices that will give significant direction to learning. Activities that have been successful, that are pupil centered, and vivid are being utilized.

b. Language Development

All students involved in group work participate in a language development program. A series of reading and language materials produced by the teachers will be used in conjunction with other published materials. The SRA, Scholastic, McGraw-Hill and EDL programs will be utilized as well as the basic Hoffman reading lab. A full-time reading specialist will be hired to serve the Middle School component, the High School component, and ORC Camp.

c. Individual Programming

Each student will be pre-tested for placement, and an individual program will be developed for his level of readiness. Students will have access to other classes in which they are interested such as physical education, music, band, typing, home economics, art and career programs.

d. Student Advisory Committee

A student advisory committee will assist staff in developing meaingful material in curriculum. Flexibility will be provided so that students can assist in planning activities that are meaningful and relevant. Student suggestions concerning units of materials and curriculum that they feel will be interesting and vivid will be implemented.

e. After School Program

An improved after school program will continue to develop rapport, interest, and community awareness. The group leader will continue to be responsible for developing and implementing the program.

Activities will include, but not be limited to, the following experiences:

(1) Excursions to cultural events and sites.

(2) Recreational programs---bowling, skating, skiing, swimming.

(3) Arts and crafts---drawing, painting, sculpture, ceramics, plastics, leather work, decoupage.

(4) Vocational field trips to business and industries and vocational schools.

(5) Field trips away from the metropolitan area---multi-day excursions to the western slope, southern Colorado, adjacent states' national parks, and points of interest.

(6) Community services---e.g., head start aides, big brother program.

Because the concensus opinion is that after-school and extra curricular activities are extremely important, the Project will:

(1) Hire a full time activities coordinator/driver.

(2) Purchase or lease a small bus.

f. Work Study Program

Students, age fifteen or older, will have the opportunity to be placed in part-time jobs. It is important to recognize that Sheridan/Fort Logan is not an active job center. Placement of students in part-time jobs in the Sheridan/Fort Logan area is possible only to the extent that such jobs can be made available. Job development will be the responsibility of primarily the vocational counselor.

Students may work three to five hours per day and receive credit toward graduation.

Work supervisors will be contacted bi-monthly to evaluate student progress.

Students also have the opportunity to participate in Occupational Career Programs presently being offered in the regular curriculum, primarily auto mechanics, secretarial training, and distributive education. Additionally, programs may be contracted from the Southeast Metropolitan Board of Cooperative Services in the occupational areas of:

Vocational agriculture
Ornamental horticulture
Data Processing
Child management
Nurses' assistant
Hospital orderly
Media aide technology
Cosmetology
Major appliance repair

If students are interested in occupational training not available through these sources, other vocational programs will be contracted by the vocational counselor through proprietary schools, other public schools, and/or the Community College of Denver.

2. Participants

a. Participants in the program are one hundred thirty-five high school students, grades nine through twelve.

Entering students will be identified as potential dropouts that meet the identification criteria listed below. Conferences will be held with the potential enrollees and their parents to garner their support and commitment. Parents will be involved through parent/student/staff conferences and home visitations by the home/school coordinator.

b. The criteria for selecting the potential dropouts for their participation include:

- School grades--high incidence of D and F grades with movement toward lower grades.
- Attendance--high rate of absenteeism, ten days per year or increasing number of days absent.
- Educational level of brothers and sisters.
- Social adjustment as indicated by disciplinary records and semester teacher reports.
- Limited participation in school activities.
- Educational level of parents--less than a high school diploma.
- Test scores and their comparison with grades--under-achievers, extreme scatter.
- Teacher and counselor opinions.

. Indicators on the Colorado Student Analysis form developed by the Colorado Department of Education.

The building principals and school faculties will actively participate in the selection process. The Title VIII staff will prepare the initial list of enrollees and submit this list to the building principals and faculties. Additions and/or deletions to the initial list will be noted by principals and faculties and returned to the Title VIII staff. The Title VIII staff will subsequently prepare a "decision list" which will be presented to the building principals and faculties. Title VIII will justify its decisions which are questioned. Final selection, however, is the responsibility of the Project Director.

3. Resources

a. Personnel

. Four general teachers for course work, individualized instruction and homeroom. Responsible for helping students handle their daily programs.

. One-fourth reading specialist.

. One-third activities coordinator - driver.

. One neighborhood aide.

. Two teacher aides.

Responsibilities and qualifications.

Team Leader & General Teachers:

Teach all subjects.

Serve as group leader.

Assist in after school program.

Attend staff conference.

Act as liaison for students with other faculty members.

Assist in evaluation.

Communicate with target parents.

Assure success of those students assigned to them.

Qualification:

Certified by the State Department of Education.

Desire to be part of programs designed to create change.

Faith in alienated students' ability to learn.

Ability and training in guidance programs.

Reading Specialist

Conduct in-service programs in the formulation of developmental reading programs in the content areas.

Perform diagnosis of individual student reading difficulties.

Develop and supervise the implementation of individual remedial reading programs for target students whose diagnosis indicates reading level more than two years below expectancy.

Conduct in-service programs in the diagnosis and remediation of reading problems for all teachers.

Attend staff meetings.

Assist in evaluation.

Qualifications:

M.A. degree in reading.

Certified by the Colorado State Department of Education as a reading specialist.

A minimum of one year of experience as a reading specialist in secondary schools.

Teacher Aides

Assist teachers.

Liaison between the school and community.

Aid students.

Qualifications:

Possess ability to communicate with staff and the community.

Sensitivity to student problems.

b. Facilities, Materials, and Equipment

Facilities

The Project will have adequate space in the open academic wing of the new high school building. Chairs and tables will be portable and easily arranged in multiple groupings. Rooms will be provided with a variety of materials, supplies, resources, and reference books.

Additional facilities such as a gymnasium, a cafeteria, and meeting rooms will be available in the building and in the Outreach Center for special activities, extracurricular programs, and after school functions.

New Materials and Equipment

Items to be secured include:

Books and other printed materials.
Audiovisual Instructional Materials.
Audiovisual Equipment.
Ungraded reading materials.
Core curriculum books.
Laboratory materials.
Learning kits and simulation games.
Consumable supplies and materials.

Procedures

The Project Director will have authority to order project materials and equipment independent of the district's central administration office. Management procedures will assure the receipt of materials and equipment prior to the time they are needed.

C. Communication

1. The Project Director will be responsible for an effective communication program on a planned regular basis. The Project Director will use a written communications memo on a daily basis. He will meet at least once a week with all staff members. The Project Director and each team leader will meet weekly to discuss problems and maintain adequate communications. The Project Director, Evaluator and School Principals will meet weekly.
2. The entire staff will be involved in a comprehensive summer in-service training program. A pre- and post-test will be developed by the evaluator to insure that all staff members fully understand the overall program and their own component's objectives. Each staff member will be evaluated on his knowledge of his job and its responsibilities. Follow-up in-service

programs will be designed to assist teachers throughout the school year.

D. Evaluation

The evaluation design system is the same for this component as is designated in Section 4.4.5.

4.5.4 Pupil Personnel Services Component

A. Planning and Organization

1. Description and Rationale

The component consists of: (1) guidance and counseling services; (2) health services; and (3) psychological services. Health services will be contracted with the Tri-County Health Department.

Health services are necessary due to the high incidence of health problems among students who are potential or actual dropouts.

Guidance and counseling services will help students who are searching for answers. Since many students are not able to find adults who will listen, react, accept, and suggest, there is a need for professionals to accept this role.

Students need an environment in which they can express their anxiety and work out their own problems without interference from an authoritarian figure.

Psychological services will be available for students who need help beyond the experience and training of the teacher or counselor. A full-time psychologist will be the primary resource for serving these needs. Various professional

experts, via the Tri-County Health Department, will be available on an as-needed basis for special or particular needs. A revised referral system will enable counselors, nurses, teachers, and other staff to refer students to the psychologist and to activate both diagnosis and assistance in establishing procedures for student improvement.

2. Performance Objectives

OBJECTIVE ONE: The pupil personnel staff will provide services in guidance, counseling, and tests and measurements to 300 target students equal to or exceeding the 1971-72 level.

BASELINE DATA: Baseline data for entering students will be counted as services received by the students the previous year of attendance in school.

Records resulting from the first Project year will be included as baseline data for continuing students.

DATA COLLECTION: The total number of service encounters with target students during the second year of the Project will be counted and comparisons made with baseline data.

OBJECTIVE TWO: The health service unit will provide comprehensive and expanded health services to 300 target students in the second Project year equal to or exceeding the 1971-72 level.

BASELINE DATA: Similar services previously provided during the last year of school attendance will be counted for entering students.

Records resulting from the First Project year will be included as baseline data for continuing students.

DATA COLLECTION: Data will be collected from health records and a quantitative report of all services rendered will be documented. Comparison will be made with baseline data.

OBJECTIVE THREE: Project counselors will provide comprehensive guidance and counseling services to all students of the target population that will improve self-concept as measured on a measurement of adjustment. Seventy-five per cent of the target students will show an increase of 10 "P" score on the Tennessee Self Concept Inventory. Students who have reached an increase of 10 during the first Project year will be eliminated from the data collection activities during the second year of the Project.

BASELINE DATA: All target students will be administered the Tennessee Inventory of Self Concept.

Records resulting from the first Project year will be included as baseline data for continuing students.

DATA COLLECTION: A pre- and post-test will be given to all students. The individual gains of each student will be recorded.

B. Installation and Operation

1. Procedures

a. The following health services will be provided:

. Health Screening: All target students will be given a physical examination and comprehensive vision and hearing test.

. Consultation Services: The target population and staff will be provided with both physical and mental health consultation services.

. Curriculum Consultation: The Tri-County Health Department and their educational consultant will assist the school in imparting accurate health knowledge to students.

. Communicable Diseases: When advisable, entering target students will receive a complete series of immunizations. Additional efforts will be expended to control epidemics, such as those of hepatitis and mononucleosis.

Continuing students will be immunized as required. The Tri-County Health Department will administer immunizations.

- Coordination of Referral Agencies: The school nurse will be personally responsible for coordination of community health agencies and referral to those agencies for health problems of target students.
- The Follow-Up Assistance: All students will be followed-up by name to assure that assistance and corrective medical care are secured. There are many students who do not qualify for community medical services. Assistance to secure services will be given and direct help available if necessary.

b. Counseling Services

One guidance counselor will be assigned to the middle school and one guidance counselor to the high school.

Individual Counseling: The counselors will spend at least 50% of their time in direct one-to one counseling with students. Entering students will have a "get acquainted session" and will be oriented to counseling. No student will be forced to participate in counseling sessions. The counselor will be free to discuss any problems with students.

Group Activities: Counselors will assist the team leaders in group activities. Staff training in group activities will be provided. (See Staff Training Component). The counselors also will schedule and conduct group seminars to help students understand themselves, realize their strengths and weaknesses, set goals, plan activities, and come to grips with today's world. The guidance counselors will spend at least 25% of their time in group activities.

Vocational Counseling: An experienced vocational counselor will be added to the counseling staff. The primary emphases of the vocational counselor during the second program year will be on individualized vocational counseling and assisting the

Project staff in the development of improved vocational programs curricula. The vocational counselor will also be responsible for helping students to find jobs and for coordinating vocations oriented field trips.

Referral to Community Resources: Counselors will organize and secure the cooperation of as many community agencies as possible to act as referral agency to bring comprehensive community help to each student. Each potential dropout will be treated individually and the community referral agency will take the lead in providing services not available at the school.

The community referral agency will include school people, community services, governmental groups, and business organizations.

Analysis and Prescription of Individual Needs: Development of individual dossier--the counselor will develop and maintain an expanded comprehensive dossier on each target student. The dossier will include all the standard information on a cumulative record and additional information on social history, expanded testing, and related personal and social information pertaining to the student's needs.

Analysis of needs--counselors will analyze the total record of each individual student and consult with the Title VIII staff in identifying student's needs and determining various methods for meeting these needs. When necessary, case conferences, referral agencies, and individuals will be utilized to provide maximum efficiency in the analysis.

Other Duties: Other duties, such as class scheduling, are not to consume more than 10% of the time available to counseling personnel.

c. Psychological Services

A full-time school psychologist will be employed to assist the staff in correcting specific problem areas that are identified for individual students or groups of students. The psychologist will administer individual tests and evaluations and formally report to the referring person. The psychologist will assist all components in staff training activities, particularly in diagnostic and prescriptive techniques for utilization in individual classrooms. Conduct staff meetings with school personnel for the exploration of and solutions to student psychological problems. A large variety of expertise from the staff of the Mental Health Department and Tri-County Health Department will be utilized on an as-needed basis

by contractual agreement with the Project.

The school psychologist will serve as coordinator of the Pupil Personnel Services component.

2. Participants

Participants and selection criteria are described in the component objectives and coincide with the target population of the Middle School, High School, and Outreach Center components.

3. Resources

Personnel

The Pupil Personnel Services component staff needs are as follows:

- Two guidance counselors.
- One vocational counselor
- One school psychologist
- One-half clerical aide.

Responsibilities and Qualifications.

Responsibilities: - (See Installation and Operation)

Qualifications:

Guidance Counselors:

Masters degree in counseling and guidance.

Certified by the Colorado State Department of Education

Experience in working with alienated youth.

Vocational Counselor:

Masters degree in counseling and guidance.

Certified by the Colorado State Department of Education.

Vocational guidance experience.

Capable of working with alientated youth.

School Psychologist:

M.A. Degree in school psychology.

Certified by the Colorado State Department of Education as a school psychologist.

A minimum of three years of experience as a secondary school psychologist.

Contracted Services

To be provided primarily by the Tri-County Health Department as described in Installation and Operation.

Facilities, Materials and Equipment

The high school counselor will be housed in the new high school building .

The junior high school counselor, vocational counselor, and school psychologist, and clerical aide will be housed in the existing counseling offices.

New Materials and Equipment

Consumable supplies only.

Procedures

The Project Director will have authority to order supplies independent of the district administration office. Management procedures will assure the receipt of supplies prior to the time they are needed.

Communications

(See High School Component, Section 4.5.3).

Evaluation

(See Section 4.4.5).

4.5.5 Staff Training Component

A. Planning and Organization

1. Description and Rationale

It is evident from the school dropout rate of the Sheridan School District that the educational needs of a segment of their school population are not being met. The major purpose of this Project is to plan and to provide educational experiences and services to the potential school dropout that will have meaning and relevance to him. By providing such activities and services, the potential school dropout will be motivated and stimulated to remain in school.

Educators know that significant changes in educational practices and programs do not come easily within school districts. Often, such changes come about only when faculty and staff personnel are involved in intense in-service training programs. It is the intent of this Project to initiate and carry through an in-service training program which enables the Project objectives to be accomplished.

The Staff Training Component was not as effective in 1971-72 as was desired. The Interim Evaluation report describes its inadequacies. Significant changes in objectives, planning, implementation and staffing are envisioned for 1972-73 and are described herein.

The essence of the changes are as follows:

a. Change the emphasis from that of transmitting educational theory and concepts to that of assisting teachers and administrators to effect educational improvement in areas specific to Sheridan.
b. The primary objectives for training will be the development and implementation of methods and materials.
c. Planned in-service training will be scheduled both in the summer and, on a regular basis, during the school year.
d. As a part of the Staff Training Component, the Project will provide substitute teachers so that teachers will be able to participate in training sessions and to implement methods and materials developed during in-service training

sessions.

e. Staff Training coordinators will be identified in each instructional component and will have specific responsibilities.

The in-service training will involve all members of the Project's and the school's faculty, staff, administration and others who so desire. It will also include paraprofessionals, community liaison personnel and other members of the community.

These training sessions will take different forms and may have different participants. At times, all Project personnel will be involved in a similar activity. At other times, faculty personnel will be exploring a new technique in reading, while the paraprofessional staff may be involved in acquiring new skills so as to enable them to better assist classroom teachers. At still another time, the administrators of the Project and the administrators of the schools may be involved in educational management sessions. Guest speakers, film demonstrations of new materials and equipment, and working sessions will all be employed to make these in-service sessions fruitful and productive.

The target school administrators will attend all general in-service training programs so that they may assist in implementing methods and techniques within their own schools.

Among the general topics planned for these in-service workshop sessions are:

a. Teaching in an open space, secondary school environment.

b. Understanding the personality and nature of alienated youth residing within the Sheridan School District.

c. Alternative ways to cope with student behavior.

d. Learning to adapt to the life systems, home conditions, and parental expectations of children living within the Sheridan School District.

e. Developing and implementing individualized instruction, particularly in the areas of reading and mathematics.

f. Developing and implementing inter-disciplinary approaches to the teaching of the social sciences.

g. Using the tools of assessment and diagnosis; developing prescriptive programs of instruction.

h. Effective utilization of para-professionals in the program.

i. Using non-text book learning resources.

j. Providing specific training for para-professionals so that they can be maximally utilized within the program.

k. Student-teacher counseling procedures based upon psychologically oriented diagnosis.

l. How parents and other community persons can become interested and contribute to on-going programs of the Sheridan Schools.

m. Interpersonal communications which improve team effectiveness.

n. General and specific objectives of the Project; managerial, research, and evaluation functions of the Project; how activities and responsibilities relate to these functions and objectives.

o. Utilization of resource and interest centers.

2. Performance Objectives

OBJECTIVE ONE. At least nine target school-wide in-service training sessions will be

conducted during the school year for the purpose of assisting teachers and administrators to effect educational improvement in areas specific to Sheridan. All sessions will be scheduled at least two months in advance of presentation.

BASELINE DATA. None.

DATA COLLECTION. Schedule and records of in-service training.

OBJECTIVE TWO. All in-service training sessions sponsored by the Project will have learning/behavioral objectives written and dissiminated to potential participants and trainers (staff and consultants) at least two weeks prior to presentation.

BASELINE DATA. None.

DATA COLLECTION. Copies of objectives.

OBJECTIVE THREE. To provide activities and experiences that will result in the implementation of individualized programs of instruction in reading as evaluated by the Project Evaluator.

BASELINE DATA. Evaluation of the individualized reading programs in effect on October 15, 1972.

DATA COLLECTION. Evaluation of the reading

program in May, 1973. Observers will evaluate the programs for evidences of a variety of instructional approaches being employed.

OBJECTIVE FOUR. To provide activities that will result in the development of an interdisciplinary approach to the teaching of the social sciences as evaluated by the Project Evaluator.

BASELINE DATA. Evaluation of the social science programs in effect on October 15, 1972.

DATA COLLECTION. Evaluation of the social science program in May, 1973. The Project Evaluator will evaluate the social science program to ascertain whether or not an interdisciplinary approach is being employed by teachers.

OBJECTIVE FIVE. To conduct a summer, in-service training program for fifteen (15) selected staff, with at least one representative from each component, which results in (a) documented curricula and classroom management programs for each of the three instructional components, which can be implemented during the first six months of the school year and (b) a documented two year plan for continued school-wide curriculum development.

BASELINE DATA. None.

DATA COLLECTION. Documented curricula for each instructional component are available for use by August 15, 1972. A two year curriculum development plan is completed by August 15, 1972.

OBJECTIVE SIX. All middle school teachers and high school teachers in the basic skills areas will devote a minimum of one-half day per month to collaberative curriculum development activities. The curriculum development activities will be under the guidance of the component's staff training coordinator.

BASELINE DATA. None.

DATA COLLECTION. Records of teacher involvement in curriculum development activities. Documented curricula as developed by the teachers.

OBJECTIVE SEVEN. Every para-professional employed by the Project will participate in at least five in-service training programs. (Full participation in the summer in-service training program is defined as meeting this objective.)

BASELINE DATA. None.

DATA COLLECTION. Records of participation.

OBJECTIVE EIGHT. Every Project staff person will participate in at least one in-service training program (of at least two days in length) designed to improve inter-personal communications.

BASELINE DATA. None.

DATA COLLECTION. Records of participation.

OBJECTIVE NINE. All Project teachers will demonstrate the ability to develop individualized programs in their instructional areas prior to June, 1973.

BASELINE DATA. None.

DATA COLLECTION. Each teacher will submit individualized programs which they have developed.

B. Installation and Operation

1. Procedures

As is described elsewhere, students will be selected for 1972-73 enrollment in each component prior to June 15, 1972. Staff will be recruited and selected for the summer in-service training program prior to May 15, 1972. The summer in-service training program will develop full programming and teacher ability to implement the programming according to diagnosed needs of identified component students.

The Project intends to employ at least one of the two target school administrators for a minimum of six weeks during the summer of 1972 to assist in planning and/or implementing programs which are developed.

The staff persons who participate in the summer in-service training program will conduct a one week workshop for Title VIII and non-Title VIII professional and para-professionals prior to the start of school. The purpose of the workshop will be to prepare all involved personnel for program implementation in the fall.

All employees (Title VIII and non-Title VIII) will receive a minimum of two days orientation into the district and the Project. All new Project employees will receive a minimum of one additional day of orientation into the Project's management and evaluation requirements. Topics related to the Project will include the following:

a. Reviewing the general and specific Project objectives.
b. Becoming familiar with the research

instruments that will be utilized to establish pre- and post-test measures.

c. Reviewing and discussing lists of students who have been selected for enrollment in the program.

d. Procuring educational materials and supplies that will support programs within their classrooms.

e. Continuing their development of interpersonal relationship skills.

During the regular school year, at least nine target school-wide in-service workshop sessions will be scheduled in which selected personnel of the Project will participate. Other faculty and staff members of the Sheridan School District also will participate, depending upon individual or component need, in these workshops. The topics for discussion at these sessions will build from the summer in-service training programs and from the continuing curriculum development activities. Many of the topics explored during the summer will need further development and implementation assistance during the school year, such as (a) improving procedures for the development and implementation of individualized programs of

instruction in reading and mathematics, (b) interdisciplinary, team teaching of social sciences, and (c) improving one's interpersonal relationships with students and professional colleagues.

During the school year, every target school teacher in the basic skills area (mathematics, science, language arts, and social studies) will spend at least one-half day per month meeting with the other teachers from the same skills area to develop new curriculum and teaching methods appropriate to the skill area. The component's staff training coordinator will provide leadership, guidance, and resources for the use of the curriculum development group. Although the Project will provide substitute teachers for some of the curriculum development meeting time, it is intended that the teachers also will make creative use of aides and the Project's bus and driver-activities coordinator to enrich the student's education during the curriculum development meeting times.

An additional phase of the in-service training program relates to the community. It is the

intent of this Project to help bring the schools of the Sheridan District and the community they serve into a positive and constructive relationship with each other. To help achieve this end, a series of two all day (Saturday) workshops have been planned for interested members of the community. At these meetings, members of the community will be able to discuss with one another and with school officials concerns and ideas they have about their school.

Topics that may be discussed at these meetings are:

a. An orientation to the purposes and objectives of the Project.
b. How community persons can become more positively involved in the on-going functions of the school.
c. Are the Sheridan Schools providing educational experiences which the community considers to be vital for their children? What should be added; what left out?
d. How can community resources be used more effectively in school programs?
e. Is it advisable to have a Community Advisory Board and what should its functions be? What are its functions

now? What should its role be in relation to the legally constituted Board of Education?

2. Participants

   Participants in the in-service training program will include all Project personnel: administrators, faculty members, para-professionals, and community liaison persons. Other faculty and staff personnel of the Sheridan School District will be invited to participate in sessions. Interested members of the community will be invited and encouraged to participate in phases of the in-service training program.

3. Resources

   a. Staff and consultant resource personnel will be utilized as appropriate. Faculty members from higher educational institutions in the area will be used as resource consultants when appropriate. Additionally, welfare workers, psychologists, sociologists, and minority group leaders will be used in various phases of the training program.

      Staff permanently assigned to the component will include:

- One-half, middle school staff training coordinator.
- One-half, Outreach Center staff training coordinator.
- One-half high school staff training coordinator. (Paid by the district.)

b. Technical Assistance: Applied Management Corporation and other consultants will provide planning, development, and resource assistance to the Project Director and his staff in all phases of the in-service training program. Additional technical assistance will be provided by faculty members of higher educational institutions within the Denver area and the Colorado Department of Education.

c. Facilities, materials and equipment: Meeting rooms for the in-service training sessions will be provided by the Sheridan School District at no cost to the Project. A video-tape recorder will be provided by the Project primarily for use in staff development activities. Educational materials and supplies needed for specific training sessions will be purchased from funds set aside in the budget for this purpose.

4.5.6 Project Management Component

A. Planning and Organization

1. Description and Rationale

Total management processes are the responsibility of the Project Director. Assistance will continue to be obtained from other district personnel. Technical assistance will be furnished by Applied Management Corporation. The Project Director is responsible for planning and controlling all aspects of the total Project in relationship to time, cost, and performance variables. He will receive and gather all reports, identify problems, view possible alternates, follow-up with modifications, and communicate his decisions.

The Director will supervise Project staff activities. He will assist the staff and students in Project activities and programs when they are environed within the principals' buildings.

The Project Director will utilize a revised project management system (charts, graphs, and other usual management aids) to maintain and to meet time and event schedules.

An assistant to the Project Evaluator will be hired in 1972-73. The person selected will be capable of assuming the major portion of the evaluative data handling and non-sophisticated

analysis. This will free the Project Evaluator to continue improvement of the evaluation system to participate actively in project management, and to administer the total evaluation program.

Technical assistance, in the development and utilization of modern management methods, will be furnished by Applied Management Corporation.

Financial management procedures, which currently satisfy state law, district policies, and federal regulation, will be improved in order to provide information for management decision making more quickly and in greater detail.

2. Performance Objectives

OBJECTIVE ONE: Project staff additions will be recruited and hired by August 1, 1972. All new professional staff will be interviewed by the appropriate target school principal prior to being hired.

BASELINE DATA: New positions.

DATA COLLECTION: Applications, resumes, and contracts issued.

OBJECTIVE TWO: Technical assistance contracts will be negotiated by July 1, 1972.

BASELINE DATA: Contracts require renewal for one year.

DATA COLLECTION: Contracts, including tentative outlined objectives and implementation plans.

OBJECTIVE THREE: To maintain the management system via control of the following management functions:

a. Continuous and up to date needs assessment.
b. Staff training to facilitate objective attainment.
c. Internal and external communications system.
d. Budget and fiscal management.
e. Personnel.
f. Evaluation and audit.

BASELINE DATA: Contents of the initial Project Proposal and Continuation Application.

DATA COLLECTION: Monthly reports by exception.

OBJECTIVE FOUR: To provide an adequate, timely, and accurate reporting system to USOE for assurance of program continuation and expansion. This includes the interim evaluation report and final report based on data provided by the Project Evaluator and Independent Educational Accomplishment Auditor.

BASELINE DATA: As required by the evaluation design.

DATA COLLECTION: As per evaluation design, including:

a. Evaluation findings for overall Project

objectives and component objectives.

b. Evaluator's conclusions and recommendations.

c. Financial reports.

d. Independent Educational Accomplishment Audit report.

OBJECTIVE FIVE: To maintain and expand the communication system that provides information to school administrative personnel, the board of education, staff personnel, community advisory council, parents and students, the community at large, and other interested groups.
BASELINE DATA: Documentation of this objective during 1971-72 (See Evaluation Report).
DATA COLLECTION: Documentation of staff meetings, parent involvement, monthly newsletters, daily memoranda.

OBJECTIVE SIX: To provide management by the Director so that major event deadlines, as indicated by time sequence charts, are met.
BASELINE DATA: Time sequence charts included in the continuation application and the expansion and refinement of same during the second project year.
DATA COLLECTION: Monthly evaluation reports by exception.

B. Installation and Operation

1. Procedures

To insure accomplishment of the management role, and to insure implementation of the Project components for objective attainment, the Project Director will:

a. Obtain technical assistance in management.

b. Recruit and hire an Assistant to the Evaluator prior to May 15, 1972 (assuming funding availability).

c. Recruit and hire new staff - professional and aides. All new Project professional staff will be interviewed by the appropriate target school principal prior to being hired. All new non-project, target school professional staff will be interviewed by the Project Director prior to being hired.

d. Initiate ordering of supplies and materials.

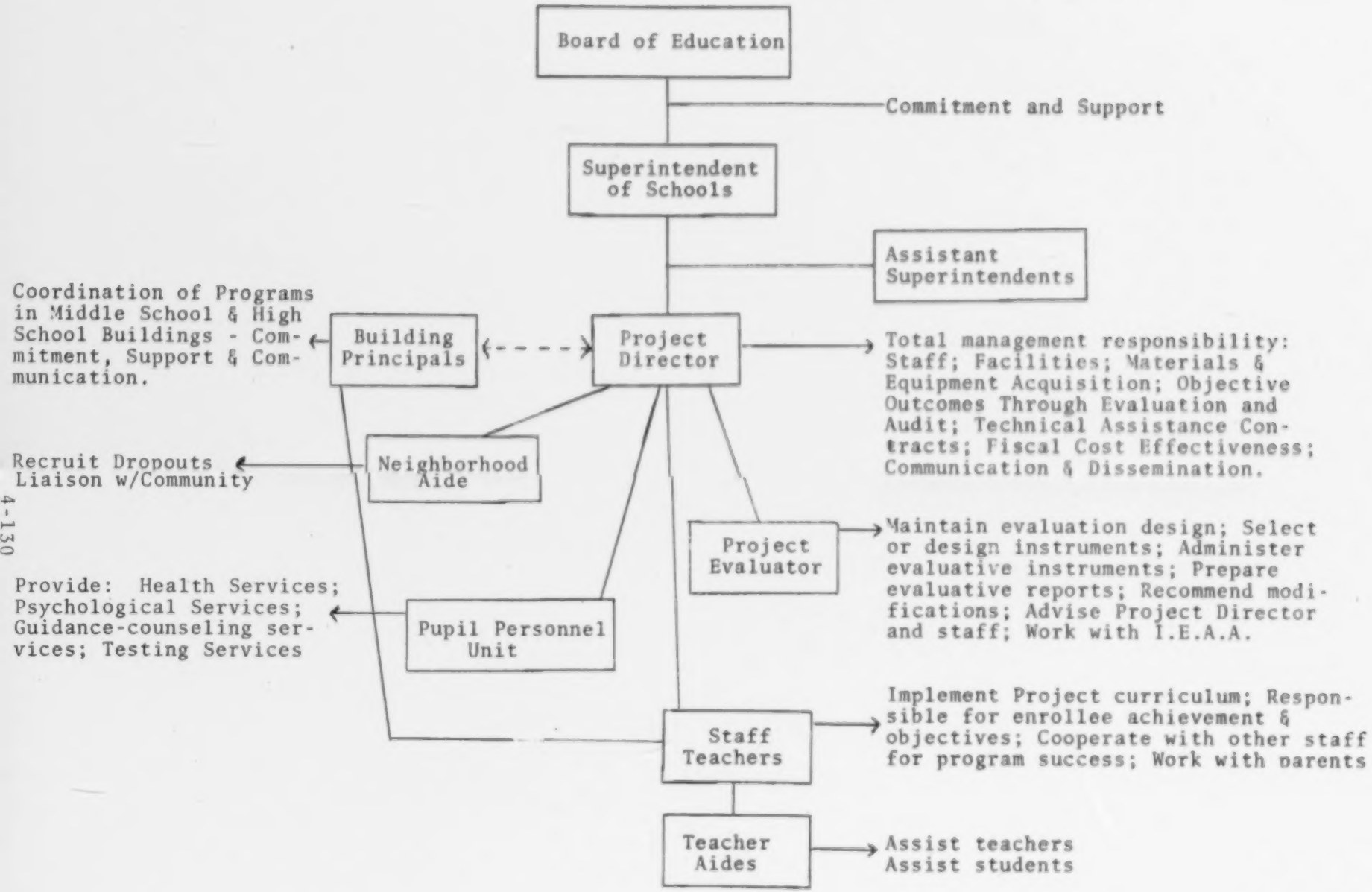
e. Recruit new target students prior to June 1, 1972.

f. Periodically review the overall program to ascertain problems, obstacles, or redirection.

g. Maintain the primary reponsibility for business and administrative decisions.

i. Coordinate the program sequence and time budget commitments.

j. Maintain relationships with the district administration, State Department of Education, and U. S. Office of Education


Board of Education
Commitment and Support
Superintendent of Schools
Assistant Superintendents
Coordination of Programs in Middle School & High School Buildings - Commitment, Support & Communication.
Building Principals
Project Director
Total management responsibility: Staff; Facilities; Materials & Equipment Acquisition; Objective Outcomes Through Evaluation and Audit; Technical Assistance Contracts; Fiscal Cost Effectiveness; Communication & Dissemination.
Recruit Dropouts Liaison w/Community
Neighborhood Aide
Project Evaluator
Maintain evaluation design; Select or design instruments; Administer evaluative instruments; Prepare evaluative reports; Recommend modifications; Advise Project Director and staff; Work with I.E.A.A.
Provide: Health Services; Psychological Services; Guidance-counseling services; Testing Services
Pupil Personnel Unit
Staff Teachers
Implement Project curriculum; Responsible for enrollee achievement & objectives; Cooperate with other staff for program success; Work with parents
Teacher Aides
Assist teachers
Assist students

k. Maintain communication and reporting schedules.

l. Verify and review evaluation techniques and results.

2. Participants

Not applicable to this component.

3. Resources

a. Personnel

The component personnel includes the Project Director, Project Evaluator, Assistant Evaluator, Secretary-bookkeeper, and Clerk-typist.

Responsibilities and Qualifications (Professional Positions)

Project Director

Attainment of overall success of the Project.
Plans, directs, and supervises all phases of the Project.

Qualifications:
Master's degree in education.
Administrative experience.
Experience in working in target communities.
Ability to relate to alientated students.

Project Evaluator

Design and develop the evaluation systems.
Administer evaluative instruments.

Submit evaluative reports to the Project Director, U.S.O.E., and the auditor.

Qualifications:

Master's degree in education or related expertise.

Expertise in evaluation and research.

b. Technical Assistance

Technical assistance in evaluation, training, communications, and management will be provided by Applied Management Corporation, Denver, Colorado. The essentials for performance contracting will be followed in the technical assistance agreement.

c. Facilities, Materials, and Equipment

- The Project administrative office will remain in the Outreach Center. Facilities are leased.
- Desk top supplies and other expendables will be purchased.

C. Communication

1. Weekly staff meetings will be held for timely and continuous information input and feedback.
2. The Staff Training component will assure orientation to the total program and objectives.
3. Staff members will understand their responsibilities by conferences with the Project Director.

4. Regular two-way communications channels will be maintained and expanded between the Project administration and target administrators, the school board, parents, the community at large, state agencies, the U. S. Office of Education, and other Title VIII projects.

5. A district school board member will be designated as the Project's board liaison in order to assure maximum communication and coordination.

6. The Project Director will meet with the target school administrators in an informal setting no less frequently than once per week. The meetings shall occur regardless of whether or not agenda items exist.

D. The evaluation design is outled in Section 4.4.5.